

# RECREATION

*Formerly* THE PLAYGROUND

PERIODICAL ROOM  
GENERAL LIBRARY  
UNIV. OF MICH.

APR - 4 1933

— April, 1933 —

## "Children Are Like That"

By Josette Frank

## Recreations and Amusements of the Colonial Period

By Edward D. Greenwood

## Activities for Unemployed and Unoccupied Young People

## Today's Nature Education and Tomorrow's Leisure

By William Gould Vinal

Volume XXVII, No. 1

Price 25 Cents

Vol. 27

APRIL, 1933

No. 1

# RECREATION

Published by and in the interests of the National Recreation Association  
formerly named Playground and Recreation Association of America

Published monthly

at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

RECREATION is on file in public libraries and is indexed in the  
*Readers' Guide*

---

---

## Table of Contents

	PAGE
• "Children Are Like That," by Josette Frank .....	3
• Broader Concept of Physical Education, A, by Charles Scott Berry .....	6
Activities for Unemployed and Unoccupied Young People .....	9
How to Produce a Play, by Jack Stuart Knapp .....	16
Today's Nature Education and Tomorrow's Leisure, by William Gould Vinal .....	17
Boy's Week .....	20
Girl in the Settlement Program, The, by Delite M. Mower .....	21
Squares D'Enfants .....	22
Gardening As a Recreation, by Fae Huttenlocher .....	23
Why Not Grow Your Own Vegetables? by R. P. Miller .....	24
"Making the Wall" .....	27
Recreations and Amusements of the Colonial Period, by Edward D. Greenwood .....	28
Game Plan, The .....	35
World at Play .....	36
Magazines and Pamphlets .....	44
New Books on Recreation .....	48

---

---

Entered as second-class matter June 12, 1929, at the Post Office at New York, New York,  
under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in  
Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Copyright, 1933, by the National Recreation Association

## Colorful Living

### Art, Sport, Recreation As a Substitute for War

"To serve in an active army, even when you are not under fire, is to live in more parts of your nature, in a greater variety of nerves, with a keener sensitiveness and a more vital energy than you suspected you had. The mere possibility of danger, the fate that hangs over you, even if it does not fall, makes life inexpressibly colorful. The fiendish thing about war is this, that nothing in peace gives you so much sense of being alive. Until pacifism reckons with this fact, we shall have war, because that man who has been through a war and has not been hurt will usually try the next war in the hope of living again before he dies."—*John Erskine, in the Herald Tribune Magazine, June 26, 1932.*

SEVERAL TIMES recently the question has been put to recreation workers as to what can be done through the recreation centers, the athletic fields, and through the recreation leadership in the community to give a more adequate measure of adventure and of "living again" in the midst of a world that is often all too dull.

At certain periods of life for certain individuals football, basketball, sailing in a heavy breeze, horseback riding, polo playing, give very much of this sense of complete living, requiring that the person engaged shall feel alive, keep completely awake. In another field, playing certain difficult pieces of music on the violin seems to make much the same demand and give much the same satisfaction to certain kinds of individuals. For other individuals the complete giving of themselves to parts in a play has much the same effect. Even girls of twelve to fourteen years of age sometimes come out of a religious play as if they were coming down from the mountain of transfiguration.

It should not be forgotten that certain experiences in sport, in art, in the processes of beauty, give almost as much of satisfaction in memory as at the time.

The completeness with which the individual is taken up, absorbed, gripped by his experience, the absolute dedication with which he gives himself to the activity, seem to have power to make the experience one never to be forgotten. Enough such experiences give the individual a feeling that no matter what may happen in the future, one worth while life has been lived already.

Surely humanity has power within itself to work out in enough variety these completely absorbing activities so that all men and women shall have an opportunity to live without murdering one another in wars of state against state.

HOWARD BRAUCHER.

---

---

April, 1933

---

---

## Spring's Awakening



*Courtesy Nation's Schools Publishing Company*

In the general movement for thrift gardens which has developed in the past two or three years, the importance of children's gardens has fortunately not been overlooked. In a number of cities recreation departments and school boards are promoting such gardens.

Cedar Rapids, Iowa, is a "garden city," and for eight years children's gardens have been fostered there. Last year approximately 2400 children had their individual plots for vegetables and flowers at the fourteen community gardens maintained under the auspices of the Playground Commission. At the same time adults took a more active interest than ever before in the gardening program. Over 1,000 families were given tracts for subsistence gardens.

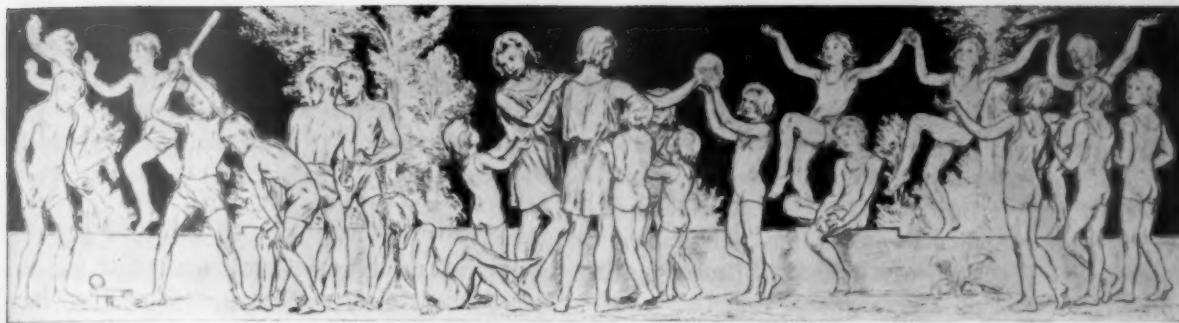
The Recreation Division of the Park Department of Cambridge, Massachusetts, with the approval of the School Committee and the Cambridge League of Women Voters, held a backyard garden contest for school children. Awards for the

best vegetables and flowers were offered at the end of the season by the Massachusetts Horticultural Society. Where the children could not afford to buy seeds they were given them.

Gardens for the unemployed have multiplied greatly. It is estimated that a total of 324 acres, or more than twice the number used last year, will be under cultivation in the summer of 1933 for community garden projects of the Mayor's Committee in Cleveland, Ohio. This will provide 6,450 individual plots as compared with approximately 3,000 last year. The number of home gardens, equipment for which will be provided free to the city's unemployed, will be increased.

Gardening should be stressed as one of the activities which is helping most to maintain both mental and physical health. For there is, in the contact with nature gardening gives, a source of deep satisfaction and joy.





*Courtesy of Ministry of Hygiene and Physical Education, Czechoslovakia*

## "Children Are Like That"

*By*

JOSETTE FRANK

**A plea for the child's right at times to choose his play wherever and however he may find it.**

**N**OT SO LONG ago it was accepted that the child's training was his parent's business, his "learning" was the school's, but his play was his own. It was his own, not by any divine right but rather because it was the unimportant remnant of his activities, with which no responsible person was particularly concerned. With the coming of a new philosophy of education, however, the child's play has taken on a new dignity as one of the chief instruments of education itself. From this change of viewpoint both parents and teachers have come to regard play as their business also, with the result that children seem to be losing their last remaining prerogative—the right to their own way of playing.

Is there not some danger that in our new-found concern for the "educative value of play" we may fail to see the woods for the trees? What, exactly, do we mean by play? We cannot safely circumscribe it by definitions, for play surely means different things to different people. But whatever may be its meaning, whatever its purpose and its values, is not the very essence of play to be spontaneous and self-chosen?

In a summer community, a number of parents organized a play group for their children, ranging from seven to ten years. The program was carefully planned and carried out by a well liked

teacher, and on the whole the children seemed to enjoy the activities. There could be no doubt that this group successfully met many of the children's play interests.

It was not unusual, however, to hear a mother admonishing her seven-year-old, "You'd better stop playing now and hurry, or you'll be late for your play group." Or sometimes, "No, you can't play at home today—you have to go to your play group."

No room for choice or solitary play here! Play was where the group was. The seasonal change from school in town to vacation in the country had merely shifted the daily schedule from "compulsory education" to "compulsory play."

Toward the end of the summer the program of approved constructive activities and good physical education closed and the group ceased to function; but the children, as neighbors, continued to play together. Left to their own resources what did they do? To an adult interested in seeing what happened when "the lid was off" the outstanding phenomenon was that this group of children, most of whom had been brought up in the "modern manner," promptly divided itself into its male and female components—the girls against the boys. And this in a group where boys and

girls had played together successfully all summer—under supervision! The girls took to trading squares of kindergarten paper, spent hours assort-

Miss Frank's article first appeared in *Child Study* for December 1932, an issue entirely devoted to a consideration of Play and Play Materials.

ing and arranging their stocks, which were never utilized as the cutout materials for which they were intended. Telling secrets—heretical as it may seem—was another of the girls' chief preoccupations, and next in choice came games of parchesi and casino. The boys occupied themselves with swapping treasures, quarreling about prerogatives, comparing their assortments of match covers, and generally annoying the girls who they seemed to consider their natural enemies.

### Food for More Thought

One cannot draw conclusions from these and similar isolated observations but one is set to wondering: What do children find in these seemingly "useless" ways of spending their free time—ways which certainly seem not to fit into any adult picture of "educative play"? And has spontaneous choice no values in itself? How far is the adult justified in directing all of children's play, however subtly, into more "constructive" outlets?

In the nature of modern living a certain amount of adult supervision of children's activities—including play—is inevitable. So, also, is a certain amount of adult help in providing the "makings" for children's fun—substitutes for the attic, the hay loft and the cellar door of our grandmothers' childhood setting. We cannot expect our children to play in a vacuum, such as most city dwellings and even many suburban ones suggest from the child's play viewpoint. We have to offer them not only some place to play *in* but something to play *with* (possibly, but not necessarily, ready-made playthings); and along with these at least a modicum of freedom from adult sanctions. In the old-fashioned family with its busy household such freedom was a matter of course; it was a rare mother who had time to inquire at every hour what each of her nine children was playing at. Furthermore the large family, whatever its faults of exploitation of the younger by the older of its members, offered almost unlimited choices in the way of playmates. There was the group available when a group was wanted, and there was usually a like-minded brother or sister or cousin for chosen kinds of quiet play. In our modern family of

two or less, and with our urban isolation from neighbors, we have also to provide our children with access to playmates—with some range of choice, not limited to these we adults would like to have them play with.

### Putting the Grown-Up in His Place

But all of this does not mean that we must continuously busy ourselves with our children's play. It is true that children like the company of adults for a variety of reasons—but rarely for *play* reasons. It is fun for the children sometimes to have parents make things for them; it is fun for them to make things *with* parents which they could not make without adult help. But it is not necessary for children always to be "making things."

Adults can contribute to children's play, but only rarely can they truly *participate*. Again, children may like to take part in adult games. There is a certain thrill in seeing their parents sometimes abandon themselves to play. For when parents, usually so busy with serious affairs, actually take time for the childish fun of games—running or jumping, baseball as skating—somehow their participation seems to legitimize play. Evidently these adults do not regard play as a "waste of time." But let us not deceive ourselves into believing we can be playmates to our children; normally their play is with their own kind.

Parents, especially the more conscientious among them, are often disappointed when their best efforts to keep their children's play "educational" seem to fail. The mother of a nursery age child, having provided her four-year-old with all the approved blocks in generous sizes recommended to suit his large muscle activities, was distressed to find him absorbed in the tiny wooden squares of his older brother's anagrams, painstakingly building these into miniature skyscrapers and train tracks. In a playroom full of the most approved preschool materials, these were his preferred playthings.

Again, children will want exactly what we least *want* them to want. In one household of confirmed pacifists a small son, well supplied

"What does a child enjoy? He enjoys seeing things happen as a result of his activity. The joy a baby gets from throwing a spoon repeatedly to the floor may be the noise that he has made. When a grown person gets a thrill from having accomplished something he is experiencing the same type of joy that the baby with the spoon enjoys. He is, in the best sense, playing. Play is not a side issue of life reserved for children. Life itself is a game, beginning with the simple acts of childhood and increasing in complexity, but suffused from beginning to end with the attitude of play—the joy of doing things."  
—John B. Morgan, in *Child Study*, December 1932.

with tools for constructive play, spends his allowance on all the varieties of toy pistols. His one Christmas request is for a set of soldiers and "a real gun that shoots." His games, when he is free to choose, are all of plunger and pillage and warfare. Is he simply rebelling against the rigid pacifism of the home attitude which bars out everything that suggests fighting, or is he expressing some personal or perhaps racial need which can find no other expression in his so tame existence?

The reverse of the picture is the mother who, from the keenly remembered pleasures of her own childhood, eagerly seizes upon her little girl's first expression of interest to buy her expensive fittings for a doll's house, and is then greatly aggrieved when the child's interest in these playthings fails to develop further. Many such parental disappointments arise from the fact that certain of the child's expressions of interest are hailed and singled out for encouragement, either because they tally with our own tastes and enjoyments, or because they seem to us to hold forth greater promise of "constructive play" than do others. In our haste to consolidate the gains, we rush forth to buy the accessories for this particularly play activity, only to find sometimes that it soon gives place to some other and, from our point of view, less desirable kind of play. Perhaps we have hopefully overestimated the interest, or perhaps we have simply forgotten to allow for the limitations of the child's attention span.

Very often, too, we misinterpret the child's true interest in what he is doing. One little girl persuaded a companion to walk two miles to a neighboring farm where, for the price of a nickel, a little boy would give them each a ride on his pony. It was, of course, a trip "without leave," and the parents were worried by the children's absence. When they returned, however, and confessed the objective of their little jaunt, the mother of the principal culprit decided that since pony rides were so alluring, legitimate pony rides must be provided. To her surprise, her carefully planned visits to a friend whose pony might be freely ridden brought only an indifferent response. A nearby brook proved more attractive. Perhaps, after all, it has not been the pony but rather the adventure that had enticed these children two miles from home. Perhaps it had been the fascination of danger, perhaps the lure of doing what they wanted when they wanted. Or per-

haps it had been only the urge to escape the eternal vigilance of adults.

One might go on citing countless examples of this perverse insistence of children upon liking to do the wrong things, or, at least, the unapproved. There are the "funnies" and the Merriwell books, for example, which even children well supplied with the best literature fare devour with all too evident relish. There are the collections of divers bit of perfectly useless trash, when obviously collections of stamps or nature specimens are more worth while.

As one five-year-old naively expressed it, "Isn't it too bad that all the things I like aren't good for me!"

This is not to say that children do not also enjoy many of the play activities that *are* approved. But at each of the various age periods certain expressions find their way to the surface and are duly frowned upon. These range all the way from dawdling at six to babbling at sixteen. Just what may be the significance of many of these expressions we do not always know. We do know, however, that they are almost universal. Is not this some indication that they have their roots in every real need of childhood?

It might be argued that left to their own choices children might elect a diet of ice cream and cake, but that we, knowing better, insist they should have cereal and vegetables too. Nor do we leave it to them to decide whether they will learn arithmetic. We make it our business to see that they do. But play—that is, according to our pleasant notion of it—is not, or should not be, quite like arithmetic or carrots. It is a thing of the spirit, and its end is the satisfaction of some heart's desire. Does it matter if we do not know what that desire may be?

### Where Wishes Come True

Whether this be thinking or dreaming, a yearning to be apart from the crowd for awhile or an ardent wish to be "one of the fellows," whether it be an aggressive expression of developing ego or a retreat from action to rumination and relaxation—it is the child's own, it is *his* play. We will do well, perhaps, to revise our definitions of play to include a kind of activity—or absence thereof—which is personal and private, and which carries with it some inner satisfaction defying adult sanctions.

(Continued on page 41)



# A Broader Concept of Physical Education



Courtesy Westchester County Recreation Commission

**A basis for a more vital conception of physical education.**

**By CHARLES SCOTT BERRY, Ph. D.**  
Director, Bureau of Special Education  
Ohio State University

**I**N ANY AGE the prevailing conception of the relation of the mind to the body determines in large measure the aims and character of the physical education of that period.

The Athenian Greeks believed that mind and body were one and inseparable, that each influenced the development of the other. No other intellectual and beauty-loving people has ever given to physical education as high a place in their system of education as did the Athenian Greeks.

In the *Republic* Plato says, "Neither are the two arts of music and gymnastics really, as is often supposed, the one for the training of the soul, the other for the training of the body. . . . The teachers of both have in view chiefly the improvement of the soul." It was hard for the Athenian Greek to think of a beautiful spirit existing in any but a beautiful body. Homely Socrates was the anomaly of his age. Almost without exception the great men of Greece were men of magnificent physiques. Greece alone, during the period of the "Golden Age," produced more great men than the whole world combined has produced during any subsequent period of equal length. There can be little doubt that the greatness of the Greeks was due, in some measure at least, to their conception of the relation

of the mind to the body as it found expression in physical, aesthetic, and intellectual education.

During the Middle Ages the view of the relation of the mind to the body as held by the Church was in marked contrast to that of the Greeks. Influenced by the ascetic element in Christianity and by oriental thought the Church regarded the body as an evil, as something to be suppressed in order that the spirit might be untrammelled. Hence the practice of asceticism, the crucifixion of the flesh that the spirit might be free. The self-inflicted tortures of the body during that period are almost beyond belief. Needless to say, physical education as such had no place in the system of education approved by the Church.

The period of the Middle Ages has been well named the Dark Ages, the era when man was at war with himself. It is not surprising that for almost 800 years there was little or no progress.

Although the Church's conception of the relation of the mind to the body was tempered by the Renaissance, physical education as such held a lowly place until after the beginning of the modern scientific era.

With the development of modern science the conception of the relation of the mind to the body changed in a marked degree. The old view that



the mind was in large measure independent of the body and that the body was evil was supplanted by the view that the relation between the mind and body is most intimate, that for every mental state there is a corresponding brain state, and that in the words of William James, "our moods and resolutions are more determined by the condition of our circulation than by our logical grounds."

Physiology has shown the marked influence of the ductless glands in both physical and mental development. Psychiatry has revealed the futility of attempting to submerge or destroy fundamental urges. And behavioristic psychology has directed the attention away from the traditional dualism of mind and body to their essential unity as expressed in behavior.

We now have a sound, scientific foundation for a broader and more vital conception of physical education. If this conception is accepted, the chief aim of physical education becomes the development of the mind through the development of the body rather than merely the development of the body as an end in itself. Thus, in position of importance physical education becomes coordinate with, and not subordinate to, so-called academic or intellectual education.

Since feelings and ideas find expression only through muscular activity, obviously the proper development of the muscles of the body is of paramount importance in the education of the individual. The growth of the mind is contingent on muscular activity, the type of activity that makes possible the objectification and intensification of mental states. Physical education fundamentally seeks to make possible the full and free expression of mental states through the development of the body.

But in practice what is the meaning of this broader conception, that physical education is chiefly concerned with the development of the mind? In the first place, it means that some of the by-products of physical education now become major objectives. The acquisition of strength, endurance and skill ceases to be merely an end in itself but becomes rather a means to the development of certain mental traits. A good illustration of this is found in the changes which have taken place in intercollegiate sports during the past

two decades. In football, for example, the rules have been changed repeatedly to make victory depend more on the development of strategy, initiative, resourcefulness, team work, and conformity to the rules; and less on weight, brute strength, and evasion of the rules. A reputation for good sportsmanship is now more highly prized than victory attained by questionable methods.

It is said of one "big ten" football coach that he has done more to develop desirable character traits in players on the football field than any professor has been able to accomplish in the classroom. In fact, we are just beginning to perceive the possibilities of games and sports as a means to the development of those mental traits which are of such vital importance in an age of cooperative effort.

The possibilities of physical education as a means to emotional expression or interpretation are beautifully illustrated in the folk dance. The satisfaction that comes from full participation in this dance is due, not to gesture and rhythm as such, but to the participation in the emotional life of the race which is made possible by the gesture and rhythm. However, to realize the desired end one must know the racial significance, the emotional and ideational background of these dances. Just as history enables one to experience the ideational life of the past, so the folk dance enables him to experience the emotional life of the past.

In games, sports and folk dancing, the teachers of physical education are now aiming more or less consciously at the development and expression of mental states; but in the physical drills and exercises of the classroom and gymnasium the chief aim seems to be the maintenance or improvement of health. In fact, the term "health education" in many places is used instead of "physical education" to indicate that physical education as such is not an end in itself but rather a means to the improvement of health.

Health, like happiness, can be found only in seeking something else. Health education does not touch the imagination of youth. The drills and exercises which are undertaken solely for health are almost universally disliked. There is no more pathetic figure than the normal individual labor-

**This conception of physical education which defines its chief objective as the development of the mind through the development of the body, rather than merely the development of the body as an end in itself, was presented by Dr. Berry before the annual convention of the Mid-West Physical Education Association at Columbus, Ohio. It is reprinted from the *Journal of Health and Physical Education* for September, 1932.**



*Courtesy San Francisco Recreation Commission*

iously working on the pulleys or taking a setting-up drill or running a half mile solely for the sake of his health (unless it is that brute for punishment who conscientiously eats all the foods he dislikes because they are supposed to be good for his health). It is mental, not physical, health that is the major goal and this goal can be attained only by directing the attention of youth to appealing objectives which lead to mental health.

But the objectives must be positive, not negative, if they are to appeal to normal youth. Good posture is most successfully attained by emphasizing the desirable effects of good posture, not by stressing the bad effects of poor posture. In the case of the cadet who desires a fine military bearing, setting-up exercises and military drill quickly yield permanent results. But in the case of the unwilling recruit these same exercises yield results less quickly and the results are seldom permanent.

Thus far our discussion has been confined in large measure to the development and functioning of the fundamental or large muscles in their relation to mental development and to health. As yet the education of the accessory or small muscles has not been regarded as belonging to the field of physical education except in so far as

**Folk dancing affords an outstanding illustration of the possibilities of physical education as a means to emotional expression or interpretation.**

their development was involved in connection with that of the fundamental muscles. The

training of the accessory muscles as avenues of expression has either been neglected or left to the teachers of voice, piano, speech and vocational subjects. It would seem that the basic training of the accessory muscles as muscles of expression belongs in the field of physical education and should take place in connection with the training of the fundamental muscles.

A fine bearing, a pleasant and expressive countenance, ease and grace in movement, muscular and emotional control, well modulated voice, graceful and expressive gestures—these things which so largely condition happiness and success result from the proper training of the accessory muscles.

But if this desired end is to be attained, some changes must be made in the modern gymnasium. Its apparatus—parallel bars, mats, horse, horizontal bar, pilles and dumbbells—suggests strenuous physical exercise as an end in itself. One perceives the odor of perspiring bodies but does not feel the breath of the spirit.

If the chief aim of physical education is to be the improvement of the mind, let us bring into

*(Continued on page 41)*

# Activities for Unemployed and Unoccupied Young People

A demonstration in county-wide  
cooperation for the unemployed

ON EVERY HAND comes the suggestion that the public schools are in the most strategic position to render a service which will combat the present unfortunate conditions. With their trained staff, organized program and extensive facilities located in every community, the schools must be looked to for help in the present emergency. At the same time, one is aware of the insistent demand everywhere for reduction in public budgets including the budgets of the public schools. The problem, then, which now confronts us, is the need of increased use of school facilities at a time when there is a tremendous need to cut down expenses.

Certainly the necessity of curtailing public expenditures should not deter us from a careful examination of our own community needs and our obligation to our young people at this time. Are the taxpayers, who in many localities are now exerting pressure on boards of education to reduce budgets, aware of the small annual saving effected by refusing the free use of the school buildings for after school and evening recreation activities, and of the crucial need at this moment that these activities be carried on? The added cost to the schools of rendering these essential services is inconsequential in relation to the whole of the school's budget. Before dismissing, because of possible financial implications, other sugges-

Last fall the Westchester County Children's Association, aware of the dangers to boys and girls in enforced idleness, and realizing the aid existing community forces might give, drew up plans to help meet the emergency. From a conference of representatives of schools and social and civic agencies there developed the County Committee on Youth Emergency Activities with the following objectives: to report to all communities daytime activities successfully initiated in any center, and to focus community-wide attention on the need and stimulate community support for local agencies attempting to meet the need. We are presenting here abstracts from the report dealing especially with program suggestions.

tions of what the schools may do, each suggestion needs to be examined carefully in relation to its cost.

During the war our public schools arose to the emergency then existing, rendering unprecedented services. These included the use of school facilities for various needed purposes. The staffs of teachers and school administrators, in view of the emergency, on every hand volunteered their extra time. Teachers, who are more conscious of the present emergency of youth than any others, will with other citizens in a similar way respond to the present need and volunteer their services wherever they may be helpful. There are many instances of additional burdens now being carried by teachers in the present emergency.

The availability of unemployed who have the necessary background to perform satisfactory work as leaders of youth under the emergency work relief provided by the state, may offer an opportunity to schools and other community agencies to provide educational services which otherwise would be costly. Recently in New York City a program of continuation education was inaugurated which is handled entirely by men and women from specialized fields who were unemployed and who have been certified to work as teachers by the Emergency Work Bureau. They are compensated out of appropriations made by



the state and municipality for work relief. The extra cost to the schools of conducting this work is therefore very small.

A faculty of 285 has been chosen. This group includes architects, engineers, artists, accountants, dieticians, nurses, business experts and agricultural and industrial technicians. A substantial proportion of the work offered is in retainer or refresher courses to persons who wish further training in line with their regular occupation. More than 5,000 individuals registered on the first day classes were opened. Commercial courses were most in demand, with general courses in literature, dramatics, sociology and the sciences second. Home-making, trade and art classes followed in that order.

In cities and districts of Westchester County it is possible that a similar program may be inaugurated. Through an existing arrangement between the County Emergency Work Bureau and the County Recreation Commission, many capable workers have been assigned to the various village recreation commissions and public schools to assist with their programs and enable them to inaugurate new work. It is possible to have this plan much more widely adopted, for such an assignment might be made similarly to any school principal who would undertake to sponsor such an informal piece of educational work. It is hoped that in the several cities, each of which has its separate work bureau, this plan will be more widely used.

Although we are here recommending the use of volunteer service of the employed teachers and the use of work relief service of the unemployed, we look upon that method of securing needed programs as an unfortunate and temporary makeshift and urge public support which will enable school boards and other public departments to make necessary additions to staff in the regular way as quickly as possible. We should regret any action on the part of public departments which resulted in the transfer of legitimate public jobs to the relief status.

Schools will vary greatly as to the kind of assistance they can offer these older boys and girls. This committee has therefore made a number of suggestions with full realization that no school will be able to follow all, but in the hope that in localities in which the problem is more or less acute, some additional work for this group may be undertaken by the schools.

### How the Schools May Help

The following is a list of definite ways in which schools may assist in providing educational and recreational opportunities for boys and girls who are not now in the public schools and who are in need of assistance:

1. Offer day courses to those over 16 years which will attract the unemployed back to school.

In order to interest not only graduates but also those who left school in the lower grades, to return for training, there is a need to supplement the traditional courses. These courses should be on an elective basis. No attempt should be made to force these students to go on with academic work. Enrollment should be permitted at any time and discontinuance of attendance allowed at the pleasure of the student. Courses should have a large degree of recreational content

and should permit students to explore their interests and develop their abilities under guidance. The following activities, which have been conducted in various school systems, might be given as courses or offered as a club program similar to that carried on in a modern junior high school:

**Shops**—wood work—In these classes pupils should be encouraged to work on orders they might secure, broken furniture in need of repair, and otherwise given freedom in choice of job.

Electrical shop.

Machine shop.

**Automobile repair**—Material to start this work could undoubtedly be secured from local garages at practically no expense.

**Printing**—Second-hand equipment in good condition may now be secured at a very low cost.



*Courtesy Extension Division, Milwaukee Public Schools*

**The lighted schoolhouse—a need in every community, and never more essential than in the emergency all cities now confront.**



Radio.

Art—Drawing and painting—cartoon drawing.

Commercial Art.

Metal Crafts—Pewter, wrought iron, brass and copper.

Material and equipment sufficient for use of a class of ten may be secured for \$25.

Interior decoration.

Photography

Modeling and sculpture.

Leather craft.

Music—Orchestra, band, chorus.

Dramatics.

Commercial—Typing, stenography, bookkeeping. In several places typewriters have been made available for certain periods during the day to those who wish to keep in practice. Informal classes are held in which one pupil gives dictation to another.

English usage.

Sewing.

Cooking—Including catering.

Dietetics.

Home nursing—It has been suggested that local hospitals might lend the unit needed to begin this work.

Shoe repair.

Astronomy.

Botany.

Biology.

Debating.

Aeronautics.

Ship model making.

Sales and exhibits might be held in connection with many of these classes, returns from which would help cover the cost of equipment and bring a small income to the pupils themselves. This has been accomplished very successfully for nearly a year in a woodworking class held at the Westchester Work Shop.

It is highly desirable, of course, that these activities be held during the day time. In case the school is filled to capacity during the hours of regular session, it may be possible to conduct this work immediately following school dismissal in the afternoon.

2. Make a follow-up of all drop-outs and recent graduates to find out what they are now doing and attract those who are idle back to school to a program which will interest them. In some cases cards are sent out by the school. In this way a contact is made and the young people are consulted in the formation of new classes. It may be possible to reach these former pupils by formation of alumni groups.

Recently in two cities in the county postcards were sent out, in one instance signed by the school superintendent, to those whom inquiry through the schools indicated to be unemployed. It was stated that the board of education was anxious to know if there were any service the schools could render at this time. Individuals were asked to return an attached card if they wish to come to the school for an interview. They were also asked to check from a list given any course which interested them. Those listed included:

Art—Jewelry, hammered metal, weaving.

Personal grooming—Hair dressing, manicuring.

Sewing—Including costume design.

Home nursing.

Dietetics.

Dramatics.

Music.

Commercial art.

Bookbinding

Printing.

Machine shop.

Electrical shop.

Auto repair.

Commercial.

Immediate replies indicate a demand for electrical work, auto repair, printing, proof reading, machine shop, typing and chorus work.

3. Interview all prospective graduates to encourage their return to school if they have no jobs to go to and are not going to college.

4. Offer recreational night school classes for those not enrolled in day school. These may include:

Music appreciation.

Art appreciation.

Choral singing.

In the Milwaukee school centers music is an activity the older boys are enjoying.



Orchestra and band.  
Languages  
Physical training  
(through games)  
Crafts.  
Home-making.

The conventional college preparatory objective of night schools should to a great extent yield place at this time to a vocational and recreational objective. There are several unfortunate instances in which what may surely be termed a short-sighted policy was adopted in cutting from the program all work which was not being taken for academic credit.

5. Offer programs of free entertainment in the auditorium and gymnasium, open to all, taking care that those unemployed receive a special invitation. Every community possesses sufficient talent available without cost, if someone will take initiative and organize the occasions for its use. These may include:

Concerts (school and outside musicians).  
Motion pictures (inexpensive educational pictures can be obtained).  
Play Nights in the gym (volley ball, shuffle board, ping-pong, chess, checkers, folk dancing, etc.)  
Athletic contests without admission charge.  
Lectures.  
Drama.  
Community Singing.  
Public Forums.  
Dancing.

6. Adopt a policy favorable to promotion of leisure time activities and organization of groups for the pursuit of common recreational interests through the schools, relating all departments of instruction to this task. This is surely a step in advance of the widely accepted policy of merely permitting the use of school facilities to community groups on permit issued after some difficulty and in many cases after a fee has been paid.

7. Where financial limitations or public opinion do not permit so progressive a policy as stated above, it is recommended that more leniency be exercised to non-profit activity groups in granting use of facilities and that the whole procedure of granting permission be facilitated and that such groups be not merely tolerated but extended a welcome.

8. Where an official community recreation commission exists in any community, work out in joint conference a cooperative plan for serving the community in recreation.

In Wisconsin the educational leaders are doing what they can to enroll jobless young men for postgraduate courses in high schools, for work in the University Extension Division correspondence courses. In some communities special work at the high school has been arranged for such students. In such times as these study and reading become a very important form of "recreation activity."  
—*The Survey*.

### Recreational or Leisure Time Activities Conducted by Agencies Other Than Schools

The term "recreation," as applied to the activities of most character building agencies, at the present time definitely includes edu-

cational and social objectives as well as those commonly thought of as recreational in a more limited sense. In most communities much of this work is conducted by agencies other than the school. Unfortunately not every community in the county has even one trained recreation leader. In those localities in which there are recreation directors and a recreation commission, the more alert groups have become very conscious that in a year of decreased budgets there is a larger crowd at their doors and that this group is not there alone in the evening but has the entire day on its hands.

Recreation directors can scarcely be expected to handle this unusual demand without some additional aid from the community. This year, while we cannot readily get donations of money to start much needed new projects, we can, we are finding more and more, get donations of time and volunteer service from individuals of high standing in business, professional and artistic circles who have time to give and want to help.

Since communities in the county vary so in size, in the number of existing facilities, such as schools — public and quasi-public — recreational agencies and centers, libraries, in size of unemployment problem and in their awareness of this problem, it is evident that no one program, however carefully worked out, could be adopted or found to be useful in all places.

There are, however, two general aspects of this problem common to all communities on which local recreation directors and interested groups have stated that suggestions would be helpful:

1. What is the best method of getting in touch with these young people who are not now participating in any program?

2. What additional activities can be offered by an existing recreation staff, other community agencies or by volunteer talent?

### MEANS OF MAKING CONTACT

It is true that enlisting unemployed young

people for daytime activities presents new problems even for the seasoned recreation director. While some of the boys are to be found around pool halls, "speakeasies" and other loitering places, many simply remain at home or wander about the county hitching rides, and some, due to an already long period of idleness, have developed inertia. A great number of them are disturbed and restless, and some are bitter because of the pressing need of work and of making a financial contribution to their homes. For these reasons, it is often with some difficulty that those most in need of profitable activity are reached.

Experience has resulted in the following suggestions for procedure:

It is well to secure by means of a canvass the number of boys and girls out of work in the community, and their names. In several places house to house counts have been made, in some agencies have contributed names of those known to them, and in others children in school have been asked to give the names of their older brothers and sisters not employed. To avoid delay in starting, it may be well to set up a number of activities which have been found to be of interest to this age group and to invite participation by sending postcards or telephoning to those whose names have been secured. Notices may be sent to the papers, to welfare agencies, police or other groups of individuals having contact with these young people. Posters should be placed in public places and in loitering places.

Personal contact, it has been found, will reach many who will not respond to other approaches. The most successful method of organizing new groups is by seeking out several natural leaders and interesting each individually in getting a group together for some activity desired by them.

One plan initiated by the committee as a means of enrolling numbers of these boys and girls in a daytime activity is the announcement of a series of county-wide tournaments to be held in the afternoon in ping-pong, shuffle board, deck tennis and checkers. The local tournaments, the first of which will be

ping-pong, will be sponsored by local recreation commissions. Giving county-wide announcement to these activities, it is felt, will serve to give impetus to the local programs and interest additional young people to enroll who can later be directed to other activities. Two recreation directors have reported an immediate response to newspaper items, posters and bulletin board and conversational announcements of the ping-pong tournament.

As a guide to communities in determining the recreation interests of this group and as a basis in forming a program, an organization conducting research in the county has worked out the following very helpful questionnaire which is now being used in several localities.

Name ..... Address .....

Occupation .....

Under 25..... 25-40..... Over 40.....

Would you be interested in any further training?

Yes.....No..... If yes, what kind?.....

What do you now do for amusement or recreation?....

If nothing, what do you do with your spare time?....

What is the best time you have had in the past year?...

If there were a center in your neighborhood, would you be interested in:

1. Place to read Yes.....No.....
2. Free movies Yes.....No.....
3. Free shows a. Taking part Yes.....No.....
- b. Attending Yes.....No.....
- Participation.....

**Westchester County provides recreation for mothers and children as well as older boys and girls.**



*Courtesy Westchester County Recreation Commission*

4. Game rooms  
 Checkers Yes....No....  
 Chess Yes....No....  
 Cards Yes....No....  
 Ping-Pong Yes....No....  
 Shuffle board Yes....No....  
 Pool Yes....No....
5. Boxing and wrestling and basketball, etc.:  
 a. Participation Yes..No..  
 b. Attending Yes..No..
6. Community singing:  
 a. Participation Yes..No..  
 b. Attending Yes..No..
7. Orchestras:  
 a. Participation Yes..No..  
 b. Attending Yes..No..  
 Instrument .....
8. Arts and crafts:  
 Weaving Yes....No....  
 Carpentry Yes....No....  
 Sewing Yes....No....  
 Reconstruction of toys Yes....No....
- Other activities .....

In one community in which this questionnaire was filled out for some 28 unemployed, the answers to the question for what they did for amusement were as follows:

- |                       |                 |
|-----------------------|-----------------|
| (1) 9: reading        | (5) 5: visiting |
| (2) 8: nothing        | (6) 3: walking  |
| (3) 8: athletic games | (7) 2: movies   |
| (4) 5: cards          | (8) 1: dancing  |

The following activities in the order of the times they were checked represent what this group would like to have if a recreational center were available:

- |                                       |                         |
|---------------------------------------|-------------------------|
| Free shows .....28                    | Cards .....18           |
| Take part .....13                     | Orchestras .....18      |
| Attend .....15                        | Take part .....2        |
| Free movies .....25                   | Attend .....16          |
| Place to read .....22                 | Arts and crafts .....14 |
| Community singing ....22              | Pool .....12            |
| Basketball, wrestling, boxing .....20 | Checkers .....11        |
| Take part .....13                     | Ping-pong .....9        |
| Attend .....14                        | Shuffle board .....7    |
|                                       | Chess .....3            |

#### SUGGESTED ACTIVITIES

Certain games have been found to be of special interest to this age group. At the weekly Play Night at the County Center in White Plains, under the auspices of the Westchester County Recreation Commission and attended largely by young people under 21 years of age, game preferences in order of their popularity were as follows:

##### Boys

1. Volley ball.
2. Ping-pong.
3. Shuffle board and checkers.
4. Folk songs—dancing (piano volunteer).

#### What Must Be Conserved in Times of Crisis?

**Morale.** By strengthening fellowship and neighborliness in many groups each week.

**Self-Respect.** By aiding and stimulating every effort toward self-help.

**Courage.** By giving opportunities for thought and action.

**Youth.** By furnishing normal recreational and group activities, and keeping in school as many as possible.

**Childhood.** By lifting some of the burden from childish shoulders and giving opportunity for play and normal development.  
 —From *Chicago Commons*.

5. Badminton and chess.
6. Archery.

##### Girls

1. Ping-pong.
2. Volley ball.
3. Shuffle board.
4. Folk dances.
5. Checkers.
6. Archery and Badminton.
7. Chess.

In many communities, there are a number of private and possibly public agencies approaching the use of leisure time from different angles. A well-rounded day-time program might be worked out if each were to

contribute a special type of activity by plan.

While active games form an important part of the schedule of any recreation agency, many centers are offering or could offer in addition, the following: clubs and classes in radio, chorus, public speaking and dramatics, current events, orchestra, music appreciation, leaders' training, bowling, wrestling. There might also be forums, debates and discussion groups, talks on various topics—for example, a vocational series conducted by volunteer speakers who are experts in their various lines, hikes and planned trips to museums. Volunteer service for transportation should be available. In some centers typewriters have been made available to secretarial workers who practice regularly to retain their skill.

There has never been a greater need for individual counselling service for young people than at this time. The understanding leader with experience in dealing with boys and girls can contribute immeasurably to the present stability and future welfare of those with whom he can confer individually. So many are confused and at a loss to know what to choose, even among training possibilities. It is especially urgent now that such a service be provided in connection with such an educational program.

Rooms belonging to fraternal and patriotic orders, volunteer fire companies, churches, are often not in use during the day. A present canvass of such facilities would undoubtedly provide additional meeting places.

#### What Some Communities Have Done IN ONE LOCALITY

A Youth Emergency Committee was formed to consider the special problems of these unemployed



young people. The committee was composed of representatives from the Recreation Commission, local branch of the Westchester County Children's Association, schools, police, Y. M. C. A., Y. W. C. A., Emergency Work Bureau and churches. Each member brought to the group the special information that his organization had of the situation. The planning of a program to take care of these unemployed boys and girls was then undertaken by this group. The following accomplishments have been reported:

At the request of this committee a census of unemployed young people was made under the direction of the local Citizens' Work Bureau. The names secured were checked by the committee and those not known to any recreation agency were sought out.

Two basketball teams have been organized and are using during the day club rooms offered by three members of the committee.

The Recreation Commission paid unemployed boys to insulate and paint the attic of a house being used for their craft shop. The furnishings were donated and woodwork benches discarded by the school were given them. This is now being used as a club room by the Junior Achievement Wood Work Company.

An apartment rented by an interested individual and donated for use is now the daytime headquarters for girls' groups sponsored by the Recreation Commission.

#### IN ANOTHER COMMUNITY

The local Recreation Commission opened a building a year ago for daytime activities. Present enrollment, secured through friends of boys and girls participating in evening programs, is now reaching several hundred a day. The director is utilizing the services of several people secured through the County Emergency Work Bureau. One of these workers is conducting an art class in which 22 people are enrolled and painting from models. A second individual is conducting a toy repair shop. Another is giving instruction in weaving—seven looms are busy three days a week and there is a waiting list of six. An adult archery group is forming a junior class and is offering free instruction. Community singing is being conducted under the direction of a volunteer. There has been much demand for this.

A junior boxing group is being formed under the direction of a volunteer who is an amateur.

Activities which have been most popular there

are basketball and other gymnasium activities; shuffle board; ping-pong; cards (pinochle, bridge); checkers (four-handed); darts.

With many activities going full tilt throughout the day in what are now crowded quarters, one is impressed with the orderliness of the various groups, their courtesy toward each other and concentration on the task in hand.

The contribution which this community is making to the welfare of these young people is obviously considerable.

#### Use of Volunteer Talent

There has not been a time in recent years in which such a number of talented and capable people have some unemployed time and a real desire to be of help in their communities. We are learning that there are many such valuable community assets which we have not begun to call on or possibly to ascertain. It has been the experience of many that people who were often "too busy" when previously called on, now feel a real obligation to be of service. There are in every locality individuals with talent in music, dramatics and art who may be appealed to help with this special problem, so play equipment is being donated or loaned on request. There are undoubtedly many young owners of small moving picture machines who might have unusual vacation pictures they would be glad to show.

In several instances adult clubs have undertaken to sponsor junior groups, supplying leadership and equipment. This has been done by choral clubs and an archery group.

#### Can the Libraries Be of Further Help?

A very stimulating program which might be initiated by local libraries was submitted by a librarian in the county. The report stated in part:

"We have to offer—

"1. A place to read—books and magazines.

"2. A place to meet to hear lectures, speakers and see exhibits."

Can the libraries not initiate talks by talented people in the community—architects, artists, musicians, writers, story tellers—as well as talks by business men on vocations? These could be held in the library whenever there is an available room accompanied by book lists and displays on the subjects to be shown at the time of the lecture. In this way, potential users of the library could

(Continued on page 42)

# How to Produce a Play

By JACK STUART KNAPP  
National Recreation Association

Poise, patience, perseverance - the "three p's" of play production.

THE ENTIRE production of a play lies in the hands of the director. He is all important and he must have certain qualifications to fill his position with honor.

First, he must be a leader and have the power of getting other people to do what he wants them to do. Many people who know a great deal about the theatre could never direct a play because at the second rehearsal they would not have a cast. One essential of leadership for a play director is to know his business and know that he knows it, at the same time keeping human and humane, avoiding arrogance and self-satisfaction like the plague.

The director must continually practise the "three P's" of play production—poise, patience, and perseverance. At the conclusion of two productions he will have attained them, or else he will be seeking refuge in the nearest sanatorium! The amateur actor acts only because he loves to act; he isn't being paid. Scolding, nagging, shouting on the part of the director destroy the pleasure of the actor and defeat their own purpose.

The successful director must love the theatre and its work so sincerely that it becomes contagious, filling the actors with a desire to do their utmost to make the production a great success.

He need not be an actor, but he should have an appreciation of the art of acting and know the simpler technique upon which the actor builds his art.

He must know the fundamentals of stagecraft, know something about make-up, lighting, scenery

In this issue of "Recreation" we present the first of a series of articles prepared by Mr. Knapp on the arts and crafts of play production for the inexperienced director, forming in their entirety a pattern for the direction of a play. It is not to be assumed that these articles will tell of the only method of production possible. There are many ways of producing a play. A great many successful directors, however, follow the pattern drawn by these articles, most of them unconsciously. Experience, plus trial and error, has shown them there are certain logical steps to take and certain rules to follow.

and costuming. He need not be an expert on each one, but he should know the fundamentals of each in order to guide that phase of the production.

## Two Fundamental Principles

There are two general principles followed by practically every successful director. The first one is very brief, very simple, but hard for some people to understand. It is simply this—the director directs.

The word "director" means the person who is directing. He is the "big boss," the final authority on all things. The director should make this clear to his actors, not at the first rehearsal but at the time of casting. Incidentally, he is the only one who directs. A play with too many directors is usually like the broth with too many cooks. He must keep a certain amount of discipline at rehearsals. The good director is respected and liked by his actors sufficiently to do this without unpleasantness. He should insist upon the following points:

1. Actors must do as told during the rehearsal. If they have suggestions, they make them after rehearsal. If accepted by the director, they can be incorporated at the next rehearsal.
2. Rehearsals must start on time. If only one actor is present the director can read lines opposite him until others arrive. Do not penalize those who come on time for those who come late. This will soon cure tardiness.

(Continued on page 42)

# Today's Nature Education and Tomorrow's Leisure

By WILLIAM GOULD VINAL  
Western Reserve University

**H**OW SHALL the nature education of today with its lingering ambition for facts chained to the pickled and desiccated biology of the past be turned into service for the community needs of tomorrow?

The present loafers are those unfortunate individuals of yesterday who have not prepared for today's leisure time. Curbstone idling exists today because a vast army of the unemployed cannot turn toward nature recreation. They are hangers-to-the-curbstone because they are not conscious that there is anything interesting just beyond the curbstone. In contrast, there is a much smaller body of men trained and equipped for leisure who in their early youth were infected with nature longings, and are not "killing time."

We may all of us share in the "four-H" objectives of the new nature education—healthful, helpful, happy, homely lives.

If anyone had acted twenty years ago as though leisure, recreation or play could exist in biology, physics or chemistry, he would have been dealt with severely. The progressive nature study teachers of today will see to it that children are habituated in the enjoyment of parks, radios, museums, camps, forests, fields, gardens and streams in school days, that they may enjoy all these pleasures in post-school days. To many teachers of elementary science this movement will necessitate a drastic change in methods, talents and content.

Joyful participation in activities out-of-doors is a highly desirable form of nature education.



The depression is a change. We will always have change. To change is one of nature's laws. Naturalists more than any other people realize that any change in the environment means a corresponding change in the organisms in that environment. If gravity should change three pounds it would become necessary to change our baseball fields, athletic records, stadiums, barometers, airplanes, blood pressure, muscles, nerve tissue, school methods and everything else. There are those who believe that the depression is of enough gravity to merit the thought of scientists as a whole, and of nature teachers in particular. Those teachers who can adapt themselves to the change will be the most successful. The mastodon did not meet the change. He is no more. Science teachers cannot afford to be mastodons!

### The New Nature Education

The new nature education is the training of individuals in present day nature activities. It is not participation in the whole gamut of nature knowledge although knowledge may be an important by-product. Nature recreation, nature conservation and natural laws fundamental to health, are conspicuous activities in modern society. The classification of the 575,000 kinds of animals, the conjugation of algae, the malpighian tubules and tracheal systems fade rapidly in the absence of dictation.

With the passing of the recitation there is emerging what may be termed the "four-H" objectives which may be stated in one sentence as *healthful, helpful, happy, homely* lives. Helpful nature activities mean good citizenship in the back yards, in the parks and along the roadway. Happy objectives mean the full enjoyment of what nature has to offer in these places, and homely lives mean home hobbies with no aim beyond the sheer joy of doing. As graduates we earn the degree of HG, Health (or Handyman or what will you) in the Garden; KB, Keeper of Bees, or GF, Glad Faddist. And if these special science diversions do not function there are thousands of others with enough of adventure, mys-

"Life is much as it was in the days when Keats 'Stood tiptoe upon a little hill,' and Whitman sang 'What is this you bring, my America?' The old sources of ecstasy still endure-nature, the achievements of men, and the satisfactions of friends and lovers. What have we done to our young people, that they cannot see and feel it for themselves? We have stifled their imaginations. The source of the emotions lies in the imagination, and we, in our mad pursuit of efficiency and science, are neglecting the old, unchanging world, the source of sustenance, the imagination." *Frances Clarke Sayers* in "The World That Does Not Change," — *Bulletin of the American Library Association*.

tery, danger, beauty or the practical to satisfy the most exacting.

Responsibility for this kind of recreation rests on teachers. The teacher who is to produce enthusiasm for leisure time science must possess enthusiasm for leisure time science. Many teachers are masters of scientific knowledge when it is in a book, but have no time for science when it is out-of-doors. The leisure time advocate must be one who has

had experience, satisfaction and enjoyment in the field. Joyful participation in activities in the open is the only way to promote desirable emotional tone. Nature recreation requires skilled leadership. Most people who go to the woods do not know what to see, what to hear, or what to think. That is why the government has ranger naturalist service in our national parks. Through years of patient effort there have likewise been teachers who have stood for those types of nature activities that satisfy diversified human wants. That kind of interpretation of the outdoors has become an increasingly important service.

Whole-hearted promotion of nature recreation is going to upset the school time schedule. In life eight hour shifts for work, play and sleep are things of the past with leisure time ever on the long end. In school with eight hours to sleep and two to eat, the work day was five hours and the leisure day, nine. There was no thought of teaching Jack to play for that might make him a lazy boy. With Saturday, Sunday and holidays there was a generous allowance of leisure, making the school leisure week far in excess of the school work week. The school never grasped the idea that here was an opportunity for education. As a result we have been caught unprepared for the amount of leisure that has been thrust upon us. We find ourselves in the peculiar position of time off with no power to assimilate.

If science is extinguishing work at one end of the day, it is equally capable of creating worth while leisure at the other end of the day. Science has not made good that which it has taken away. This does not mean necessarily that one-half of the biology period should be devoted to work and the other half to leisure time activity. It is not



necessarily a dual system. To some children the making of a bird house would be work and to others a great sport. Genuine interest is the goal which makes the work play. Edison is reported to have said: "I think that I have never done a day's work in my life." Science teachers are on the threshold of a new age.

Furthermore, nature appreciation is not a chapter to be learned. It necessarily is a result of experiences with interesting things, outdoor procedures, and distinctive attitudes in the presence of certain natural aspects and activities. The Scouts have worth while leisure time experiences in nature. The playground leaders have to teach nature play. Schools have been delinquent and that is why the scouting and playground organizations have had to come to the rescue. Schools will also have to provide experiences. Appreciation will never come from listening to teacher talk. Science experiences for leisure have become the serious task of educators. "The law of nature is that a certain quantity of work is necessary to produce a certain quantity of good. If you want knowledge you must toil for it; if food, you must toil for it, and if pleasure, you must toil for it." What Ruskin could have said was that if we want leisure time science there must be a background for it.

We can go one step further and say that nature recreation takes care of the unemployed psychically as well as physically. There is a long road ahead but there are shade trees, song birds and clover fields if they can be brought within our perspective. When one gets out onto life's highway how much is he going to *think* biologically and how much is he going to *feel* biologically? A sunset, a lake, a mountain, a waterfall, will command *feelings*, and perhaps in a larger percent than *thinking*. And then there are the sunsets of tomorrow and those of the fall that are different. The *feelings* that one experiences in nature are potent counter-irritants for hectic times.

### Nature Study As Recreation

There is ample evidence that nature study can be employed for recreational purposes. This is so obvious that there is no need of any technique of research to qualify the statement. In any large city one can find a lawyer-naturalist, teacher-naturalist, an artist-naturalist, a doctor-naturalist, a shoemaker-naturalist, a bank clerk-naturalist, an insurance agent-naturalist, and so on. All of them are more than ordinary naturalists. Leisure yearn-

ings in me may demand a bird hike, in you, time off to read Van Loon, and in Roosevelt, a trip to Africa. The report of any of these amateurs shows that nature recreation compared with other forms of recreation is less expensive; that it is more functional, in that it can be enjoyed in all seasons of the year; that it is more enduring, in that it can be continued throughout life; that it is more satisfying in that it can be carried on without nerve strain, and that it is democratic, in that it builds good citizenship.

If the census records could show hobbies it would undoubtedly be discovered that bird hobbyists, camera fans, flower amblers, and all the members of other nature ilks are increasing more rapidly than population. This trend is a matter of opinion but there is ample testimony in the membership of nature clubs, in the attendance at nature lectures and trips, in the circulation of science books from the library, in newspaper feature stories, and in daily conversations.

Nor is leisure time science foreign to the daily life of any family, not even in the humblest home. The housekeeper who arranges daffodils with yellow candles to match; the father who studies about flowers for the border of the walk; the girl who cuddles her puppy; the boy who is thrilled by the story of Lindbergh or Byrd, has as sincerely the appreciation of nature as the Agassiz, Whittier or Burroughs. People who enjoy their lawns, gardens and peonies are ample evidence of science leisure from youth to old age. Scientific procedure and adjustments are continuously being made at the table, in the living room, in the back yard, at the bird bath, when we go out to the grocery and when we sit in church. It would take a shrewd man to itemize and classify the ramifications of human enjoyment to be found in nature.

The teacher of leisure time science must be led to realize that the curriculum for his instruction is the sum total of the leisure time activities that already exist in the community. He must be conscious of beautiful homes, the highest purpose of parks, and the thousands of human values that rank higher than knowledge values. By introducing children to interests in nature literature, by developing appreciations of the landscape, by launching natural science clubs, teachers are adapting their course to the needs of the community.

The greatest contribution of science to leisure time can be that of bringing us into contact with

(Continued on page 43)

# Boys' Week

April 29—May 6  
1933



A week when attention is focussed on boyhood as a great world asset and the entire nation considers its boys.

**F**ROM APRIL 29TH TO MAY 6TH organizations throughout the world will celebrate Boys' Week.

In 1920 Boys' Week originated with the Rotary Club in New York City. The following year six large cities carried out the Boys' Week plan. In 1923 the week was reported from 608 cities. Nine years later, in 1932, Boys' Week was observed generally throughout the world.

The Boys' Week in our own country is held under the auspices of the National Boys' Week Committee for the United States. The committee has issued a manual of suggestions for the 1933 program which will be of interest to recreation workers.

## Suggestions for Organization

The manual suggests a method of organizing for the week which involves an advisory council in each community of boys' workers and representatives of business men's organizations and similar groups. From this council or similar organization a boys' week committee should be selected to be made up of one representative from different distinctive groups of boys' workers, both volunteers and professionals. A chairman and secretary should be chosen who will be the key men of Boys' Week.

The plan of organization also provides for the appointment of committees for the various "days," for a publicity committee and other committees which may be needed.

## The Program

**Boys' Loyalty Day.** On the opening day, April 29th, will come the parade, the most effective day's feature of the week which provides the greatest opportunity to demonstrate the boy power of the community. It marks the opening of the achievement exhibition or the hobby fairs and pet shows which have been so successfully promoted in connection with Boys' Weeks of previous years.

**Boys' Day in the Churches.** On Sunday, April 30th, clergymen will preach special sermons and in many communities there will be a special evening service for the boys held in at least one church. Special broadcasts may be provided throughout the day and evening.

**Boys' Day in Industry.** On Monday, May 1st, groups of school boys will visit the various types of industries in the community. Talks will be given before high school students on essentials for success in business, and business men will act

*(Continued on page 44)*

# The Girl in the Settlement Program

By DELITE M. MOWER

Director of Girls' Work  
Henry Street Settlement



*Courtesy Ministry of Hygiene and Physical Education, Czechoslovakia*

**The objective—that girls may find happiness and opportunity for personality development.**

FOR MANY YEARS settlements have been looked upon as great centers for socializing divergent groups and for the protection and training of our young people of the neighborhood. This is especially true in the overcrowded sections of our larger cities, which glow with the glamor and romance associated with racial customs preserved from emigrant days. Many have found in the settlement expression, personal development and guidance, which are strengthened through association and comradeship with the people who come together with a mutual desire for personal expression and a greater purpose—that of introducing the new interests and awakening possibilities that offer a means of achieving courage and knowledge for a broader outlook on life.

## The Settlement Program

And thus the settlement program is built—broad and flexible—to include a place for each member of the family and encourage human relationship development in the community from the tiny child to the grandparents; none is overlooked. Each department is organized for the specialized needs of certain age limits, from the preschool and kindergarten child on through later years, by the wide avenues of the boys' and girls' departments, including a group of tots called Midgets, from six to nine years of age; Juniors from ten to fourteen years; Upper Juniors from fourteen to sixteen years; Intermediates from

sixteen to eighteen years, and the Senior group from eighteen to twenty years, with the Young Adult groups from twenty years on. From this point on the approach is made to the Adult Clubs. The membership includes the parents and relatives of the children who are integrated into the divisions mentioned.

The club, of course, is in many instances the main contact or the avenue of approach through which much of the training is given through educational and recreational programs. Whenever a child or adult is found to have special gifts along any line, he or she is encouraged by the leader to enter classes in arts and crafts, music and drama, where talents may be developed to the utmost. Later scholarships, some in universities, are awarded.

While the Visiting Nurse Service ministers to the care of the sick and the general health of the neighborhood, there is in addition a psychiatrist who studies the children and tries to adjust them to the activities to which they are best suited. This service proves valuable not only to little children, but the results are far reaching as they influence character and personality adjustments with the more advanced groups.

*(Continued on page 45)*



## Squares d'Enfants

Play areas for little children win  
well deserved popularity in Paris.

**S**QUARES D'ENFANTS," or children's squares, is the name which has been applied to the five play areas which have been opened in Paris largely through funds given by Mrs. Elise Stern of San Francisco. The name is said to have originated with Professor LeMee, an eminent Paris physician, after he had visited some squares reserved for children in Holland. An appeal for a similar provision of play space for the children of Paris brought a response from Mrs. Stern in the form of a gift of one million francs.

The first of the Paris squares, opened on April 5, 1930, aroused much interest and attracted many notable visitors, among them the Queen of the Belgians. Since the first square became a reality, four others have been opened in different parts of the city on land made available by the city of Paris. A sixth is now under consideration. The popularity of these squares is indicated by the fact that during the month of August, 1932, from eight to nine thousand children attended each of the playgrounds.

Boys and girls from two to six years of age are admitted to the squares each day from 8:00

A. M. to 7:30 P. M. Older children up to twelve years of age may also attend but only after school and on Tuesdays. Children may come only when accompanied by their parents and may leave only when their parents call for them.

The children are under the care of leaders who have completed special studies and are graduate nurses. Their presence alone is a guarantee of safe and sanitary conditions on the grounds. They are well qualified to take care of the needs of children who are injured or who have minor illnesses. But they are there especially as a preventive measure for it is one of their chief responsibilities to see that no child convalescing from a contagious disease enters the grounds. A relationship has been established between the schools and the playgrounds which is very helpful in the prevention of contagious diseases and which provides an exchange of information, making it impossible for children from families suffering from contagious diseases to come to the grounds.

Other careful sanitary hygienic precautions are taken. The sand with which the children play is

*(Continued on page 46)*



# Gardening as a Recreation

**T**HERE FACES US today one of the greatest of public needs—the profitable utilization of leisure.

Shall we offer as a solution a few amusements of passing interest and of no permanent value or personal satisfaction? America and her enforced leisure demand more than this. A new world of recreation must be opened to her—one that offers rich returns, both spiritual and material

For such a recreation we turn to nature and the garden, the oldest and richest of the world's unexplored realms.

The idea of gardening as a recreation is new to those who have long thought of it as a form of labor. As a matter of fact, gardening is no more strenuous, perhaps not as much so, as the games that are commonly used on the playgrounds. The difficulty is that gardening has never been presented in its true light of fun, adventure, discovery, and keen competition with rewards that are rich in every sense of the word. And so in April or May when playground activities are offered to each school, the "game of gardening" should be intriguingly presented.

The preparation for gardening as a playground activity is not so difficult. If your town has a thrift garden committee, as so many have, ask the committee to assist you in securing the use of empty lots in various neighborhoods to be used as attractive garden plots for those who desire them. This thrift garden committee, cooperating with garden clubs and other civic organizations, will undoubtedly assist in the enterprise by furnishing seeds and plants for those who desire them. If they must be purchased, the Children's Flower Mission at Cleveland, Ohio, or the Agricultural Department at Washington, D. C., will furnish them at minimum cost.

Many nurseries will also be glad to cooperate by furnishing seeds in quantity

*By* **FAE HUTTENLOCHER**

**Organizer  
Junior Garden Clubs of America  
Des Moines, Iowa.**

at low cost. Paid labor from the Welfare Bureau or Park Department might be secured to plow or spade the ground. Or appreciative parents may assist in this matter. Further prepa-

ration of the soil as a seed bed should be made by each gardener.

## The Junior Garden Clubs Plan

An adult garden club member, a teacher or representative of the Playground Department should present gardening as an alluring game at an assembly period of the entire school. This can be done through the Junior Garden Club illustrated lecture, "Through the Gardens of Gnomeland with the Junior Garden Clubs of America," which is sent for postage charges only to any who desire to organize Junior Garden Clubs.

Each child is given a card or multigraphed slip to take home for parents to sign. On this slip the Playground Department or other group in charge of the city's recreation program gives the location of the garden plot to be used in that neighborhood together with any requirements or instructions presented in connection with its maintenance and care. There is a place to designate a choice of vegetable and flower seeds with prices and directions for securing. These cards should be returned signed by parents before the last of April in order that necessary garden preparations may be made and seeds ordered.

To add further to the attractiveness of the idea, each plot will have its Junior Garden Club. Meetings will be held at the garden or park under the guidance of a playground leader or an adult garden club member of the civic committee. Officers will be elected as in a regular club. Such an organization will greatly stimulate interest and pride in each garden.

There may be a competition between the various Junior Garden Clubs and

*(Continued on page 46)*

"Gardening should be a part of the education of every child. Indeed, if a child had no other part of an education save that which he needed to make a garden flourish he would be well educated," *Angelo Patri, New York City.*

# Why Not Grow Your Own Vegetables?

**A plea for a more universal  
surrender for the attraction  
the brown earth has for man.**

*By* R. P MILLER

Gardener for the Wyomissing Industries  
Reading, Pennsylvania

**I**F NOT, as in the Eden story, the oldest of all occupations, gardening is at least very old. Our northern ancestors had their kale, or cole, or cabbage. Naked natives in New Zealand cooked spinach with their meat. Egypt loved the spicy flavor of onions, leeks, and garlic. The Israelites missed them in their desert wanderings. In Mexico and South America a dark race conserved for us the best of their corn, beans, tomatoes and potatoes. We are the heirs of all the ages. A seed is a frail thing, but these survived all perils. We owe it to posterity to transmit at least as good as we receive. It may be by saving seed from extra good vegetables that you can even become a link in the chain of improvement.

Practically all cool-season crops, except potatoes, are a heritage from the lighter races, our fathers and others. These—lettuce, radishes, onions, carrots, beets, parsnips, cabbage, peas, salsify, celery, chard and spinach—we plant early. Warm-season crops, on the other hand, are a heritage from the darker races, and many of them come from the Indians. These include corn, beans, tomatoes, peppers, egg plants, cucumbers, melons, pumpkins, squashes and sweet potatoes. Potatoes, also, though a cold-season crop, were given us by the dark races.

## **A Kitchen Garden for Every Family**

Every family should have a small kitchen garden for a number of good reasons. It need not be wholly a vegetable garden, for no matter how small it will be large enough for both the eatable vegetables and the smellable flowers. What is important is to have the whole family interested in the garden, and it is the vegetable department which usually helps to engage the sympathy of some members who might otherwise be lukewarm.

One problem in every home is to provide sufficient quantities of healthful, palatable and wholesome food for family use. The food value of vegetables in a diversified diet is now quite generally recognized as of fundamental importance to health. Vegetables are rich in the minerals and vitamins that doctors and dieticians have found to be essential in the growth and development of children and the maintenance of health in the adult. So, if the health of the family is to be maintained at its highest standard, vegetables in abundance must be provided.

Probably the most important reason for maintaining a vegetable garden is that of economy, a point which today cannot be overemphasized. It



*Courtesy The Yarn Carrier*

will reduce the grocery bill materially by permitting a substitution of vegetables in some cases for the more expensive foods; it will supply the family with vegetables for canning, drying and for winter storage.\* An example of the dollars and cents value of a garden may be judged from the yield on one of the garden lots of Textile Machine Works last year. Starting very late and benefiting only by the second crops, on soil that was hitherto uncultivated, one gardener kept a record of the produce he raised, and when translated into the lowest market price of the season the value of the vegetables taken from his 20 by 40 lot was \$25. These figures are net, all expenses deducted.

#### The Recreational Value

Another reason for keeping a garden is the pleasant outdoor recreation it offers. As a means of healthy exercise, it surpasses golf; for excitement, it leads croquet; as a speculation, it beats poker. It develops mind, muscle and conscience. If it develops the appetite, it also supplies the wherewithall to satisfy it.

Then, too, all vegetables are more tasty, as well as more valuable from a dietary standpoint when fresh. If you have ever eaten sweet corn which had been lying about for a while, you have noticed the contrast with the fresh product. As soon as

A garden solves a number of problems by providing both fresh vegetables and recreation!



In many cities gardening is being promoted as a relief measure for the unemployed and as an economic necessity. Mr. Miller, in this practical article reprinted from the March issue of *The Yarn Carrier*, points out not only the economic advantages of gardening, but the recreational values as well.

Many people are urging that recreation departments do more to promote gardening. Why not begin this year?

corn is picked, its sugar begins at once to change to starch. No one knows the true flavor of corn who has not seen it come smoking hot to the table within half an hour from the time it was growing on the stalk.

Besides our genuine interest in providing food for the table, there seems to be a certain attraction that the brown earth has for man. The love of gardening is perhaps a heritage from our ancestors. Even the planning of a garden provides a thrill. Of all the literature of the year there is nothing which compares with the fascination of the annual seed catalogue! What a pleasure the gardener experiences with these books; he sees, somewhere between his own garden and his own imagination, those luscious red tomatoes without a single watery seed-cell, those heads of tender white lettuce the size of a derby hat and those delicate string beans. The bright anticipations of seed sowing are, in themselves, a greater happiness than one often purchases with many times the price.

With the ample leisure which we find forced upon us, there is possibly no more practical or enjoyable hobby we can devote our time to. All the labor and cash investment we make in a garden will be repaid, for gardening, like every other virtue, is its own reward.

#### Where to Make a Garden

The city-lot gardener usually has little choice in the matter of location, and must use whatever space is available, while the rural gardener has more selection. But take the best site you can get; do not be too particular. Pluck and perseverance can make a garden wherever weeds will grow. Avoid shady places and ground in which tree roots have spread. Gardens should have at



least five or six hours of sun daily. Do not select low, wet land unless you can drain it.

The garden should be as near to your house as possible. Many an odd moment can be spent in working a nearby garden when there would be no time to go to a distant one.

It is good to make a plan of your garden on paper. You have then a guide and a goal. You need to decide first, however, which way the rows shall run, what crops to grow, the part of the garden where each is to go and the distance between the rows.

Decide first in what direction the rows shall run. It is advisable for the amateur gardener to have the rows run the short way; that is, if your lot is 20 by 40, plan your rows for 20 feet long. They should also run north and south so that the plants will shade one another less and therefore grow more rapidly. Allow in your planning for vegetables with spreading tops. Knowing the size of your lot and the space required for each vegetable, you can determine what seed to plant and the number of rows of each. With this information you can buy your seeds intelligently. Try to buy good seeds, even if they cost more—remem-

ber they are expensive because their production is costly.

There are many things to think about in selecting the crops that shall be grown, some of which are the size of the garden, your soil and your skill in gardening.

The most important thing of all is to plant these crops which are most valuable as food. Gardens should not be planned by family tastes only, but the family should strive to modify its tastes to include all vegetables. We should have a continuous supply of the leaf crops, lettuce, spinach, cabbage, beet greens, and chard. These are especially rich in iron, which is one of the substances our bodies need, and in vitamins. Snap beans, although not a leaf vegetable, are similar in nutritive value. Gardens should also contain generous amounts of carrots, beets, onions, and turnips, a few parsnips and salsify, and, if large enough, corn, peas, squashes and potatoes. Radishes and cucumbers have very little food value and are eaten only for the pleasant taste. The most important vegetable in the garden is the tomato, which should be part of our diet the year round.

### GARDEN PLAN FOR A FAMILY OF FIVE

SUGGESTED BY THE BERKS COUNTY AGRICULTURAL EXTENSION ASSOCIATION

FIRST PLANTINGS		SUCCESSION PLANTINGS		
MARCH & APRIL	ONION SETS 2 FT.—1 QT.	ENJOVE 1½ FT.—¼ OZ.	JUNE & JULY	
		LETTUCE 1½ FT.—¼ OZ.		
	PEAS 6 FT.—½ PT.	BEETS 3 FT.—½ OZ.		
		CARROTS 3 FT.—½ OZ.		
APRIL	SPINACH 1½ FT.—⅓ OZ.		JUNE 20 TO JULY 1	
	RADISHES 1½ FT.—⅓ OZ.			
	LETTUCE 1½ FT.—¼ OZ.	SNAP BEANS 4 FT.—1 PT.		
	SWISS CHARD 1½ FT.—1 OZ.			
MARCH & APRIL	BROCCOLI 1½ FT.—⅓ OZ.	RUTABAGAS 1½ FT.—⅓ OZ.	JULY 1 TO 15	
	KOHL RABI 1½ FT.—⅓ OZ.	CHINESE CABBAGE 3 FT.—¼ OZ.		
	EARLY BEETS 3 FT.—½ OZ.			
	EARLY CARROTS 1½ FT.—¼ OZ.	TURNIPS 3 FT.—¼ OZ.		
MAY	SNAP BEANS 4 FT.—1 PT.	LETTUCE 1½ FT.—¼ OZ.	AUGUST	
		SPINACH 1½ FT.—⅓ OZ.		
		KALE 1½ FT.—⅓ OZ.		
JUNE	TOMATOES 4 FT.—6 PLANTS		NO SUCCESSION OF CROPS	
	CUCUMBERS & SQUASH 2½ FT.—CUCUMBER ⅓ OZ. SQUASH ¼ OZ.			
	BRUSSELS SPROUTS 1½ FT.—25 PLANTS OR ⅓ OZ.			
	LATE CABBAGE 6 FT.—40 PLANTS			
				20 FT



## "Making the Wall"

A new and popular activity in a boys' club in Milwaukee



A silhouette on the wall is proof of regular attendance at this boys' club in Milwaukee

**T**HE MILWAUKEE, Wisconsin, School Extension Department has a boys' club which has undertaken a project very popular with the members. This consists of making silhouettes for

Carving out his nickname or the name of his club is an occupation any boy would enjoy!

the entire membership of the club, each member cutting his own. The shadow for the drawing is produced by the light from a stereopticon. The silhouettes are mounted on the wall of the club room, and to "make the wall," a boy must have a record of regular attendance.

Another project is the making of club name and nickname boards. The letters are drawn by the leaders, but the rest of the work is done by the boys who take very great pride in making the boards and hanging them on the walls of the club room.

The Milwaukee boys' clubs are having a remarkable effect on their members. A large part of the improvement in social consciousness and social behavior in the whole school, according to the principal of one school where clubs are in operation, is attributed to the club activities.



# Recreations and Amusements of the Colonial Period

By EDWARD D. GREENWOOD  
University of Colorado

THAT AMUSEMENT was scorned and forbidden in the Colonial period not only because it invited "the mind to sin" but because it lessened the time and energy for making a living is evidenced in the writings of the time. Not only was leisure not wanted but there was none. This lack of leisure became an important contributing factor to retard the development of recreation and amusements in New England. Not until the late seventeenth and early eighteenth century were the inhabitants permitted to think of amusements and actually participate in recreative activity. "Cards and the theater were under all circumstances a waste of precious time, and therefore wholly banned. . . . William Clark, the Salem publican, was advised by the Quarter Court 'to forbear being offensive in suffering a shuffling board in his house, occasioning misspending of time.'"<sup>1</sup>

Legislation prohibiting time-consuming and sinful amusements was accompanied by various forms of punishment. On the Sabbath recreation was forbidden even to children.

"Among the first laws passed was one enacted in 1631, prohibiting cards and dice, and a law was subsequently passed imposing a fine for bringing them into the country or for being found in possession of them. Dancing in houses of common entertainment was also prohibited, and indeed dancing in any place was not favored."<sup>2</sup>

The forms of recreation which the Colonial settlers enjoyed have always been a matter of interest. Edward T. Greenwood, in a thesis offered in partial fulfillment of the requirements for the degree of Master of Arts in the School of Education, New York University, presents a study of the beginnings of physical and social activities in this country. Through Mr. Greenwood's courtesy we are enabled to publish a number of extracts from his thesis.

When recreation was forbidden because it "invited the mind to sin" and interfered with making a living.

One must not assume, however, that prohibitions were more effective in 1631 than they are three hundred years later. Nor must one form an erroneous concept of New England life. The habits of drinking and gambling were not unknown. There were shooting and hunting parties for exterminating wolves and bears.<sup>3</sup> Quilting parties were common means of amusement. The young people had apple bees and cornhusks. During cornhusking time if a young man would find a red ear of corn, he had the privilege of kissing the girl of his choice. Kissing was not a rare form of entertainment at evening parties not only in New England but in all the colonies.<sup>4</sup>

Those amusements, such as quilting parties, cornhusks and apple bees, which had the dual purpose of accomplishing work and at the same time affording some diversion, were the most popular in the New England colonies.

## The Middle Colonies

In the middle colonies, predominantly under the Dutch influence, the family was a solid unit. Many forms of recreation centered around the family. There was many family festivals. The Taverns were a universal meeting place for the older

1. Morison, S. E.—*Those Misunderstood Puritans*. *Forum Magazine*, March, 1931, p. 145.
2. Howe, D. W.—*The Puritan Republic of the Massachusetts Bay in New England*, p. 111.
3. *Ibid.*, p. 110.
4. Earle, A. M.—*Colonial Days in Old New York*, p. 216.

men and a place where the younger people could come and dance.<sup>5</sup>

The indoor games of dice, cards, shuffle-board, tick-tacking, and trock table were the popular games of the period, while bowls was the outstanding outdoor game.

"Shuffle-board or shovel board is an indoor game played by two or four persons with iron weights which are slid along a board sprinkled with fine sand. The board is 30 feet long, with slightly raised edges to keep the weights from sliding off sideways."<sup>6</sup>

Tick-tack was a complicated form of backgammon. "The Compleat Gamester" tells us that tick-tack is so called from touch and take, for if you touch a man must play through even if you lose. "Tick-tacking" was prohibited during time of divine service in New Amsterdam in 1656.<sup>7</sup> A trock table was much like a pool table, on which an ivory ball was struck under a wire wicket by a cue. Trock was also played in the grass. Mrs. Earle tells of a Dutch tapster who had a trock table, which Florio designates as "a kind of game used in England with casting little bowles at a board with thirteen holes in it."<sup>8</sup>

Bowls, an outdoor game, was played on a bowling green on which the turf was closely shaven and rolled, surrounded by a shallow trench. A small round white ball, called the Jack, is placed at one end, and the object of the players is to roll

their bowls so that they shall stop as nearly as possible to this mark.<sup>9</sup> Nine pins were originally used in the game of bowls but as the game was conducive to excessive betting, it was outlawed. Legend has it that a tenth pin was added to evade the law.<sup>10</sup> Bowling Green at the lower end of New York received its name from this game.

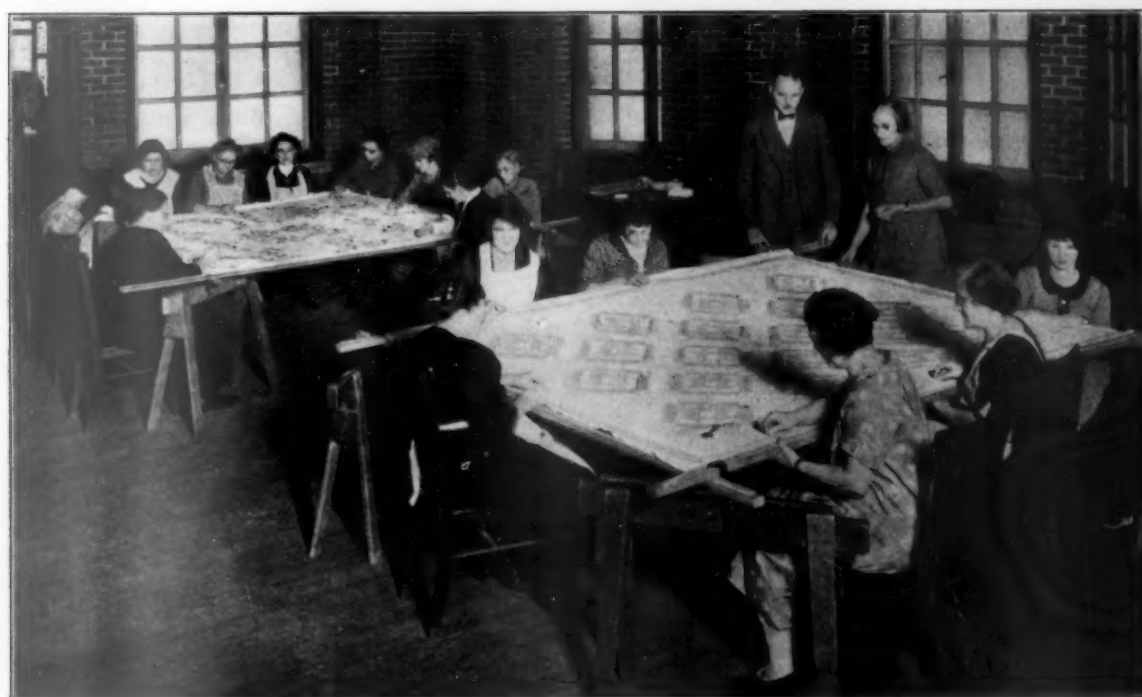
### The Amusements of the Dutch

The Dutch indulged in more festivals and holidays than any of the other colonists. Vrouwen dagh or Women's day was celebrated by every young girl sallying forth in the morning armed with a heavy cord with a knotted end. She gave every young man whom she met several smart lashes with this knotted cord.<sup>11</sup> Might these be love taps? This day is claimed to have its origin in St. Valentine's day.<sup>12</sup>

Shrove Tuesday was another day of celebration. Men dressed in women's clothing and

5. Wiley and Rines, *The United States*, Vol. 2, p. 167.
6. *The Young Folks Cyclopaedia of Games and Sports*. J. D. Champlin, Jr. and A. E. Bostwick. H. Holt & Co., p. 111.
7. Earle, A. M.—*Child Life in Colonial Days*, p. 200.
8. *Ibid.*, p. 209.
9. *The Young Folks Cyclopaedia of Games and Sports*, p. 111.
10. Rice, E. A.—*A Brief History of Physical Education*, pp. 145-6.
11. Earle, A. M.—*Colonial Days in Old New York*, pp. 191-2.
12. *Ibid.*, p. 101.

Quilting parties, so popular in the New England Colonies, find a modern counterpart in Chicago.



paraded about with noisy toys. One of these toys was the Rommelyertiesn or little rumbling pots. Pulling the Goose and Cock-Fighting were two of the amusements indulged in on Shrove Tuesday. Pulling the Goose "was a cruel amusement. The thoroughly greased goose was hung between two poles, and the effort of the sport was to catch, snatch away, and hold fast the poor creature while passing at a great speed."<sup>13</sup> During the eighteenth century Shrove Tuesday was devoted to cock-fighting, although this sport in general was more common in the southern colonies.

May Day was another day of jubilation. "Stuyvesant forbade 'drunken drinking,' and firing of guns and planting of maypoles, as productive of bad practices."<sup>14</sup> However, the May Day festival continued and at the present time we have the parks opened to children of the city schools for the celebration of this day by indulging in May Pole dances.

New Year's Day was devoted to noise and rejoicing. In New York men used this day to gather in parties and travel down to "Beckmann's Swamp to shoot turkey."<sup>15</sup> Guy Fawkes Day was another day which was enjoyed by gun-firing and bonfires. On Thanksgiving Day besides the feast, begging boys were part of the day's fun.

It is interesting to note that Samuel Sewall in his Diary on the date of April 23, 1704, or Lord's Day, makes the following comment: "There is Great Firing at the Town, Ships, Castle upon account of its being Coronation Day, which gives offence to many. See the Lord's Day so profan'd."<sup>16</sup>

Pinkster's Day was a holiday on which the negroes had a jubilee. The singing of African airs would start the day, then this would be fol-

lowed by the dancing of the Sambos and Phillises, juvenile and antiquated, who did the double, shuffle heel and toe-break down. For musical accompaniment they used a drum constructed out of a box with a sheepskin head. The drinking of rum, rioting, and general disorder would end the day. The aftermath of this holiday would be that many of the colored folk would be brought to court for disorderly conduct.<sup>17</sup>

Besides these holidays there were days devoted to excursions which were organized by social clubs for the younger folk. These excursions would consist of either boat or wagon rides. John Fiske says:

"In the olden times society in New York as elsewhere got up with the dawn, took its dinner at noon, and devoted its evenings to recreation. Sleighing parties in winter and fishing picnics in summer were common amusements, and there were private theatricals, as well as balls and concerts."<sup>18</sup>

Tea Gardens and Marionette shows were also found in New York. Illustrated lectures became part of the recreation of the period. There were such things as curious animals, wax-works, and Philosophical Optical machines were also part of the entertainment.<sup>19</sup>

Turtle frolics and Waffle frolics were two other forms of amusement which were common. The turtle frolics were enjoyed in seaport communities, such as New York, Newport, and Providence. The turtle was prepared by a special cooking process. After the feast there would be



The May Day festival survived the early ban of disapproval and is with us today.

13. Earle, A. M.—*Colonial Days in Old New York*, p. 189.

14. *Ibid.*, p. 188.

15. *Ibid.*, p. 186.

16. Sewall, S.—*The Diary of Samuel Sewall, 1674-1729*. Vol. 2, p. 101.

17. Earle, A. M.—*Colonial Days in Old New York*, p. 196.

18. Fiske, J.—*The Dutch and Quaker Colonies in America*. Vol. 2, p. 283.

19. Earle, A. M.—*Colonial Days in Old New York*, p. 212.



dancing which was followed by serenading as each one left for home. The Waffle frolic was similar in nature except that card playing and dancing girls were added.

### The English and French Influence

As the English and French influence became greater in the middle colonies, the amusements and recreations increased, and along with such recreations as singing, theater, dancing, feasting, shooting, ice-skating, and sleighing, there were such sports as fishing, golf, tennis, cricket, cock-fighting, bull baiting, and horse-racing.

Bull baiting was a very barbarous sport. "It consisted in causing a bull to be attacked by dogs, and to increase the fury, his nose was sometimes blown full of pepper. Another form of the sport was to fasten the bull to a stake by a long rope, and to set bull dogs at him, one at a time, which were trained to seize him by the nose. An art called pinning the bull."<sup>20</sup>

Horse-racing was very popular in New York. As early as 1666 Long Island had horse-racing. Even Puritan New England was interested in horse-racing. However, the New Englanders placed such severe penalties upon those who took part in horse-racing and betting that the sport never became very popular.

Ice skating, ice boating, and sleighing were part of the winter program which the young boys and men enjoyed. The popular style of skating of the colonial days was figure skating.

### Music Enters

The singing of church music was the means by which music entered the colonies. The victory of the ardent advocates of the "singing by rules" also aided in establishing singing schools in New England.<sup>21</sup> Conrad Beissel of Philadelphia is claimed to be the first composer of music in America. About 1,000 of the hymns in the Ephrata edition printed by Benjamin Franklin in 1730 are attri-

buted to him.<sup>22</sup> Later old dance tunes such as *Sweet Anna Page*, *Babbling Echo*, *Little Pickle*, were set to sacred words. Music grew in popularity, and the first American musical organization was founded in Charleston, in 1762. The name of the organization was the St. Cecilia Society. In New York the first record of a concert was as early as 1736. A Harmonic Society was in existence in 1774.<sup>23</sup> The ability to play or sing was considered a fashionable accomplishment which young ladies and men were supposed to possess. The popular instruments were the violin, flute, organ, clarinet, bassoon, spinet, harpsichord, and pianoforte. The harpsichord and spinet were very popular until the invention of the pianoforte. The pianoforte is "percussion instrument consisting of wire strings struck by felt covered hammers operated by keys arranged in a key board."<sup>24</sup>

### Interest in Dancing Grows

Another form of amusement which is generally allied with music is dancing. Dancing was considered dangerous and in 1684 Increase Mathew preached a sermon against what he termed: "Gynecandrical Dancing or that which is commonly called Mixt or Promiscuous Dancing of men and women, be they elder or younger persons together." He called it the great sin of the Daughters of Zion, and he burst forth: "Who were the Inventors of Petulant Dancings? Learned men have well observed that the Devil was the First Inventor of the impleaded Dances, and the Gentiles who worshipped him the first practioners of this Art."

However, this and other opposition did not stop the growth of interest in dancing and at the end of the eighteenth century schools of dancing were organized and

At the end of the eighteenth century dancing was well established and many varieties of dances were being taught.



20. *The New International Encyclopaedia*. Second Edition, Vol. 4, p. 145.

21. Earle, A. M. — *Sabbath in Puritan New England*, p. 217.

22. Downes, O. — *A Survey of Our American Music* *New York Times*, May 10, 1931.

23. *The New International Encyclopaedia*, Vol. 18, p. 595.

24. Earle, A. M. — *Child Life in Colonial Days*, pp. 109-110.



flourished. There was a large variety of dances taught. Rigadoons and paspies were taught in Philadelphia by a Signor Sodi. The Spanish fandango was taught by a John Walsh. Other modish dances were the De La Cours, Devonshire Jiggs, Allmand Vally's, and Minuets. Complicated contra dances were many in number and quaint in name; Clinton's Retreat, Blue Bonnets, Preist's House, The Orange Tree, The Innocent Maid, and A Successful Campaign.<sup>25</sup> These group dances might be considered the folk dances of this Country.

"The Virginia Reel has been considered by many as the most representative American folk-dance, whereas it is nothing more nor less than the well-known popular English country-dance known as Sir de Coverly, and can hardly be classed among the more typically American country dances which have either evolved or originated here."<sup>26</sup>

Another bit of evidence which might aid in verifying this statement is that the English Folk Dance Society organized by Cecil Sharp, performing at the 7th Regiment in New York on April 18, 1931, danced the Virginia Reels as one of the English Folk Dances.<sup>27</sup> Miss Peggy Champlin diplomatically selected the dance, "A Successful Campaign, to open the ball when she danced in Newport with Gen. Washington, to the piping of De Rochambeau and his fellow officers."

#### The First Theatres

Williamsburg, Virginia, had the first playhouse

Virginia is said to have had the first playhouse to be opened in the Colonies.

in the colonies in 1716. The New Theatre was the first playhouse in New York. It was opened in 1732. Its principal play was "The Recruiting Officer." In 1749 at Philadelphia a play, "The Orphan," by Otways caused such a sensation that a law was passed forbidding plays in this colony. Nevertheless this opposition was eliminated and the theatre soon became a profitable enterprise in Philadelphia.<sup>28</sup>

Probably the first light opera in the colonies was "The Beggar's Opera" by John Gay. Annapolis had the largest acting company in the colonies. They were the Hallam Henry's Dramatic Company which contained well trained actors. They played in Maryland every season for more than twenty years in such plays as "The Busy Body," "The Lying Valet," "Richard III, and "The Beggar's Opera."<sup>29</sup>

#### In the Southern Colonies

In the southern colonies the class distinction, the establishment of Negro slavery, and the plantation life were the outstanding factors which made southern colonial life different than the other colonies. One finds that a Hugh Jones writing in 1724 makes the following comment about the social life of the time: "The common planters, leading easy lives, do not much admire labor, or any manly exercise, except horse-racing, nor diversion, except cock-fighting in which some greatly delight."<sup>30</sup>

The sport which was popular in the middle colonies, but more popular in the southern colonies, was horse-racing. It was enjoyed by all classes. The upper class took great pride in breeding horses and racing them, while the lower class attended the horse-races as betters or onlookers.<sup>31</sup>

"Since the Virginians were excellent horsemen, it was natural that they should enjoy hunting."<sup>32</sup> Fox-hunting was the most popular type of hunting. George Washington was fond of fox-hunting and indulged in this sport until he was sixty-three years old when he was thrown from a horse and slightly injured.

Gambling was more prevalent in Virginia than

25. Earle, A. M.—*Child Life in Colonial Days*, p. 111.

26. Burchenal, E.—*American Country Dances*, Vol. 1, p. 6.

27. *The Program of the English Folk Dance Society*.

28. *Ibid.*, p. 317.

29. Hughes, Glenn—*The Story of the Theatre*. Chapter XVII, p. 318, S. French, 1928.

30. *Revolutionary Literature*. Edited by Trent & Wells, p. 16.

31. Fiske, J.—*Old Virginia and Her Neighbours*, Vol. II, p. 237.

32. *Ibid.*, p. 239.

in the other colonies, and "Innkeepers who permitted any game of cards, or dice, except backgammon, were subject to a heavy fine."<sup>33</sup> The favorite game of cards was "Put."

Backgammon which recently came into favor again "is one most ancient and widespread dice games, of which three schools survive; they are the Russians, Turkish, and English." It is sometimes called "tric-trac," though this is properly a distinct variety of the game and it was known as "table" until the seventeenth century.<sup>34</sup> It was popular in middle and southern colonies.

The popularity of nine pins or bowls spread throughout the three colonies. "As early as 1636 William Ward, of Accomac County, is found participating in a game of this kind which took place at the house of John Dunn, and the diversion proved so absorbing that he is reported to have spent the whole day engaged in it."<sup>35</sup> In Sewall's Diary he mentions the following: "Went to a Garden at Mile End and drunk Currant and Raspberry Wine, then to the Dog and Partridge's and played Nine Pins."<sup>36</sup>

Duelling and fencing were sports which did not have a large following. "Before the Revolution there had been a few duels fought with sword, notably one between Thomas Middleton and Colonel Grant. After the Revolution pistols were invariably used."<sup>37</sup> Duels increased until 1800 and then the interest in them waned.

Fisher in his book, *Men, Women and Manners*, has an interesting description of the Greased Pole. In the town of Norfolk fairs were constantly held in the market place, which are described as most uproarious, the people abandoning themselves to laughter, shouting, and fun beyond anything known in subsequent puritanic times. A gilt-laced hat was placed on top of a pole, well greased and soaped, and as man after man climbed it only to slip down with a rush before he reached the prize, the crowd screamed with delight until some enduring one succeeded.<sup>38</sup>

*The Virginia Gazette*, a newspaper of the Colonial time, in its October issue of 1737 lists the various sports for the month. The following are excerpts from that paper:

"It is proposed that 20 horses or mares do run around three miles course for a prize of five pounds." "That a hat of the value 20s be codgelled for"; "A violin be played by 20 fiddlers, no person to have liberty of playing unless he brings fiddle with him"; "That 12 boys of 12 years of age do run 112 yards for a hat of the cost 12

shillings"; "That a pair of silver buckles be wrestled for by a number of brisk young men."<sup>39</sup>

Other events which were not listed in the *Gazette* were: "the running of races of young men with young women; pigs were turned loose and the whole crowd chased them among each other's legs to catch them by their greased tails. Some were sewn up in sack and ran races, tumbling and rolling over each other. Others raced through sugar hogshead placed end to end with ends out, and as the great barrels got rolling to and fro the affair ends, it is said, in nothing but noise and confusion. Then a man would appear with a pot of hot mush, and eaters with distorted faces and tearful eyes gobbled at it to see which was the fastest."<sup>40</sup>

Fishing was one of the popular sports of the South.

### Outdoor Sports Popular

In summing up the amusements and recreations one notices that most of the activities were of the outdoor type and that the Southerners had a larger variety of activities than the other colonists. This might be considered the results of their geographical location and environmental conditions.

"There are no more striking survivals of antiquity than the games and pastimes of children. Many of these games were original religious observances; but there are scores that in their present purpose of simple amusement date from medieval days."<sup>41</sup> Activities of children seem to have seasonal cycles. The child of today has supervised activity, which is carefully graded, and yet this writer wonders if we have taken into careful consideration these seasonal cycles.

There were a large number of Tag games which the children enjoyed, such as Wood Tag, Stone Tag, and Tell Tag. Pickadill was a winter sport played in the snow. In the *Young Folks Cyclopaedia*, Pickadill is mentioned as another name for Fox and Geese. Stone Poison was another tag game. Honey Pots—"a game for very small children, any number of whom may represent honey pots, while older persons take the part of honey merchant and customers. The honey pots sit on the floor or grass in a row with hands

33. Earle, A. M.—*Child Life in Colonial Days*, p. 351.

34. *The New International Encyclopaedia*. Second Edition, Vol. 2, p. 503.

35. *Accomac County Records*, Vol. 1632-40, p. 59.

36. Sewall, S.—*The Diary of Samuel Sewall*, Vol. I, p. 255.

37. Fisher, G. S.—*Men, Women and Manners*, Vol. 2, p. 336.

38. *Ibid.*, Vol. 1, p. 73.

39. *Ibid.*, p. 74.

40. *Ibid.*, p. 73.

41. Earle, A. M.—*Child Life in Colonial Days*, p. 342.



clasped under their bent knees. After a dialogue between the merchant and a customer, and any words they please, the latter selects a honey pot, and they proceed to weigh it. This is done by taking the child by the arms and swinging him backward and forward till he is compelled to unclasp his hands and allow his feet to touch the ground or floor. The pot is supposed to weigh as many pounds as it has swings. Another customer may now appear, or the same one may make some objection and desire to try another pot."<sup>42</sup>

Hop Scotch or Scotch Hoppers or Pots was another popular game of the Colonial children. Cats Cradle is another old game which children enjoyed.

Other outdoor games and activities which the children indulged in are: Leap frog; marbles; fives, knock out and span; tip cat; bird nesting; cricket; fishing; coasting; hunting; trapping; hop, skip, and jump; stool ball; trap ball, and other games with a ball. The game of trap ball is played by "any number of persons with a trap, bat, and ball. The trap is made of wood, of the size and shape of a low shoe, having in it a spoon-shaped lever. The ball is like the small base ball, and the bat like a short cricket bat, to be used with one hand. The players divide into two parties, one of which takes position in the field, while those on the other, one by one, take turns at the bat. The batter places the ball in the trap, and by striking the free end of the lever with his bat sends the ball into the air. He then tries to hit it as far as he can. If he miss his stroke, or strike the ball beyond the side boundaries, or if a fielder catches the ball before it touches the ground, he is out, and the next player takes the bat. Otherwise, the fielder who stops the ball bowls it at the trap, and if he hits it, or the ball stops within a bat's length of it, the striker is out. If not, the striker estimates the distance of the ball from the trap in bat-lengths, and calls it out. If it be within the actual distance, he scores toward game the number of bat-lengths called; but if it be less than the real distance, he is out. When a player is out, he takes no further part in the game till all his side are out, when the sides change places. Those who do not go out continue to strike and score, in order, till all are out. When each side has finished its turn at the bat, the game is at an end, and the side with largest score wins."<sup>43</sup> It is possible this game may be one of those upon which baseball is founded.

### Indoor Games

Among the indoor games we have blindman's buff, Kings and I, thread the needle, chuck-farthing, and shuttle cock. The last three games are uncommon and the writer believes that an explanation of them will be of interest. Thread the needle is a "game played by any number of persons, who join hands to form a line. The player at one end, whom we will call A, and the one at the other end, whom we will call B, begin the game by a dialogue in verse as follows:

A. "How many miles to Babylon?"

B. "Three score miles and ten."

A. "Can I get there by candle-light?"

B. "Oh yes, and back again."

A. "Then open the gates as high as the sky,

And let King George and his train pass by."

B and the player next to him then lift their joined hands as high as possible, and A, with others behind him, pass under. This is then repeated, B becoming the inquirer and threading the needle in his turn.<sup>44</sup>

Shuttlecock is a game similar to tennis. A racket is used but instead of a ball a shuttlecock is used. A shuttlecock is made of cork filled with lead, and one of the corks is covered with feathers. The object of the game is simply to prevent the Shuttlecock from falling to the ground by striking it from one player to the other with a racket. The racket is sometimes called a Battledore.<sup>45</sup>

The game of Chuck Farthing is described in rhyme.

"As you value your Pence  
At the Hole take your aim.  
Chuck all safely in  
And you'll win the Game."<sup>46</sup>

Another game which is described in rhyme is the one of Pitch and Hussell.

"Poise your hand fairly,  
Pitch plumb you slat.  
Then shake for all Heads,  
Turn down the Hat."

The song plays of the Colonial children are in many cases similar to the song plays of the present day children. Here is a partial list of them: "Here comes three Lords out of Spain"; "On the green carpet here we stand"; "I've come to see Miss Ginia Jones"; "Little Sally Waters, sitting in the sun"; "Green gravel, green gravel, the grass is so green"; "Old Uncle John is very sick, what shall we send him?"; "Oats, peas, beans,

42. *The Young Folks Cyclopaedia of Games and Sports*, p. 412.

43. *Ibid.*, pp. 737-738.

44. *Ibid.*, pp. 723-724.

45. *Ibid.*, p. 74.

46. Earle, A. M.—*Child Life in Colonial Days*, p. 347.

(Continued on page 47)



# The Game Plan

Children as town planners—an experiment in practical civics and a game well worth playing

ON DECEMBER 17, 1932, in the High School building at Dedham, Massachusetts, there was held an exhibit which was "different." It was not the usual exhibit of handcraft or hobbies as the term is ordinarily interpreted, but a display of the results of an experiment which had as its purpose the giving of school boys and girls the opportunity to study their home town and plan for its future.

The experiment was carried on under the auspices of the Massachusetts George Washington Bicentennial Commission, of which Mrs. Charles Sumner Bird is chairman and Captain Percy R. Creed, secretary. The plan was most intensively developed in Norfolk County, a part of the charmed circle reaching around Boston from Plymouth to Marblehead—an area offering an unusual opportunity to build for the future in a section of undeveloped land near a large center of population.

The children taking part in the project were asked to do three things:

1. To describe their town as they see it today.
2. To describe the town of their imagination for the year 2032.
3. To draw plans of their ideal town with its parks, homes, playgrounds, airports and streets for future traffic. "Play this game of imagination which Washington played so well," the Commission urged, "and see how well one can rebuild the home town."

In bringing the plan to a successful outcome, many school superintendents, Rotary clubs, Kiwanis clubs and the town planning boards co-operated. The schools used the Game Plan Charts as lesson material, and many dynamic lessons in

"The game plan is for the better planning of our towns through the eyes and spirit of the boys and girls. It will awaken in them a more patriotic and intelligent interest in their home towns. It will help them to appreciate the beauties, potential as well as developed, and to plan for their preservation. The game plan was inspired by the thought of Washington and his standard of public duty and achievement, and of his remarkable foresight in planning for the future of our country."

civics were taught. Service clubs offered awards for the best plan in each town and planning boards and town officials helped the children in finding their material.

## The Rules

In judging the materials presented at the first Game Plan Exhibit at Dedham the judges based their decision on the following:

1. The description of the town as it is today.
  - a. Clearness and completeness of description.
2. The description of the town as it is to be in 2032.
  - a. Originality of ideas.
  - b. Merit of the plan.
3. The map of the town as it is to be in 2032. (The map must correspond with the description in (2) and both will be judged together.)

Contestants were classified as juniors, including all grades through the ninth, and seniors above the ninth grade and under nineteen years of age. Awards—first, second and third—were given within the classes of the best Game Plan, for the best poem on the Game Plan, and in addition, for collective exhibits by towns in Norfolk County and for the best exhibit outside the county. A certification of merit was given each boy and girl sending in a plan. The winner of the state competition received a personal letter of congratulation from the President of the United States and a bust of George Washington for the town where the winning Game Plan was made. This town also received a tree planted by the Governor of Massachusetts.

(Continued on page 47)

# World at Play



*Courtesy The American City*

## Lung Block Now a Playground

WITH the completion of a combined public park and school playground adjoining the Samuel Coleridge Taylor School for Colored Children in Baltimore, according to the *American City* for February, 1933, the Public Improvement Commission of Baltimore has accomplished what it believes to be one of its most constructive pieces of work. Ten years ago the area now occupied by the park, the playground, the school and its annex, consisted of squalid, dilapidated buildings which had been a blot on the city health map for many years. It was known as the "lung" block because of its high tuberculosis rate. In 1923 the Commission decided to get this public property for the use of a school site. Buildings were razed and the school building was erected. Lack of funds made any further improvements impossible at that time. Later on, an addition was built. Finally, through the cooperation of the Board of Estimates, the Park Board and the Public Improvement Commission, about two and a half acres of land were acquired for a playground. The total cost of the development was over \$800,000.

## Developments in New Orleans

THE Playground and Community Service Commission of New Orleans, Louisiana, has received an appropriation for 1933 of \$29,300. This represents a cut over 1932 of only ten per cent. With the exception of the 1932 appropriation, it is the largest amount the department has ever received from the city. This year development will be started on Stallings Memorial Field which will cost about \$15,000, and a new play-

A civic achievement—the conversion of a lung block into a public park and school playground.

ground will be opened in the eighth ward. Funds for this development, about \$5,000, will be raised in the ward. The first playground in New Orleans was opened in 1908. Since 1912 the playgrounds have grown from three to fifteen, with a splendid recreation center, the Behrman Memorial and five swimming pools, four for white and one for colored. The Commission believes that the city should have fifty playgrounds and ten swimming pools.

## Pasadena's Mountain Playground

CHARLTON Flats, Pasadena's new 1,100 acre mountain playground in the Angeles National Forest, is being developed through the labor of itinerant unemployed men who for more than a year have been housed in one of the city's camps. The site is covered with magnificent pines, oaks and sycamores, some of the pines being among the largest in the Angeles Forest. A water system has been installed, an electric power plant put in operation, a mess hall, recreation hall and administration building constructed, and courts laid out for volley ball, horseshoe pitching and basketball. Much grading and surfacing has been accomplished and miles of trails built. When completed the camp will serve thousands of Pasadena's citizens for picnicking, camping, horseback riding and winter sports.

## Camp Fire Girls As Recreation Volunteers

DURING the summer of 1932, Donald Gordon, Superintendent of Parks in Oklahoma City, Oklahoma, called a meeting of boys' and girls' organizations and asked for their help in carrying on the recreation program of the city.

Funds were low and the problem which faced the department was to secure leaders. After a discussion of ways and means, the Camp Fire Girls and Boy Scouts agreed to provide leadership in three parks. From June 3rd until August 20th was assigned to the local Camp Fire Girls group. The older girls were used for volunteer service in supervising games, telling stories, and directing simple play. Thirty girls gave volunteer service, contributing 460 hours of leadership. In some of the parks they had little equipment to work with except a baseball and bat, croquet sets and an occasional volley ball. The total attendance during the summer period for the three parks was 15,252.

**Rhode Island's New Association**—Rhode Island has a new organization in the Rhode Island Association of the Old Colony, a non-profit sharing corporation chartered in Rhode Island to combine accident prevention work and regional planning. William K. Vanderbilt was elected president of the group. The association will seek to prevent accidents, stimulate employment and improve public welfare. It will endeavor to restrict objectionable billboards, to beautify highways, enlarge well traveled two lane roads into four lane hard surfaced roads, construct pedestrian paths alongside of streets and country roads, and insure the proper lighting of all highways, parks and playgrounds. The increase of park areas and playgrounds, fire prevention, improvement of ocean frontage, and preservation of historic sites will also be among the objectives of the organization.

**An Indoor Sports Carnival**—A mammoth indoor sports carnival is to be conducted for the first time in the history of county sponsored sports in the huge amphitheatre of the Westchester County Center. The opening of the two weeks exhibitions of county skills and prowess in the field of the several sports has been tentatively set for March 16th, the events coming to a climax with boxing and wrestling bouts on April 1st. This new plan, which makes White Plains the arena for the final combats in basketball, track, volley ball, Badminton, archery, ping-pong, boxing and wrestling, will also serve to focus the attention of the county at large on the extent and diversity of athletic activities sponsored by the Westchester County Recreation Commission.



Everwear  
Merry-Wave  
Stride

## YEAR after Year

. . . Everwear playground equipment stands up under the wear and tear of care-free youth, and the constant abuse of the elements.

You are entrusted with the safety of children . . . it is your duty to see that the equipment you install is safe . . . that it will give this safety YEAR AFTER YEAR.

Before you buy another piece of equipment investigate Everwear and its ability to give year after year of safe performance.

### EverWear PLAYGROUND APPARATUS

Safe, beneficial action is provided by the 255 different types, sizes, and units of recreation apparatus found in the splendid EverWear line.

An outfit for every play purpose. The design and details of construction insure safety and durability. Investigate them.

Have you read the information found on the inside front and back cover pages of the EverWear catalog No. 23? If you do not have this splendid book, write for your copy.

The EverWear Manufacturing Co.  
Springfield, Ohio



**A 1933 Field Hockey and Sports Camp—**The 1933 Mills College, California, Field Hockey and Sports Camp will be held from June 24th to July 23rd on the Mills College campus, Oakland, California. Further information may be secured from Miss Rosalind Cassidy, Mills College, California.

**The Allegany School of Natural History—**July 5 to August 24, 1933 will mark the sixth session of "The School in the Forest" held in Allegany State Park, New York. The school is conducted by the Buffalo Society of Natural Sciences in cooperation with the New York State Museum and affiliated with the University of Buffalo. Registrations may be made through any of these institutions.

**Fairy-Tale Post Cards—**The Austrian Junior Red Cross, whose post cards made by pupils of the famous juvenile art class conducted by Professor Cizek in Vienna, as well as those done by Norbertine Bresslern-Roth, have become so widely known, has recently published a new set of "fairy-tale" cards done in colors after original designs of the well known Australian fairy-tale illustrator, Hans Lang. A set of ten cards may be secured for \$.27, including postage. Payments may be made by check. Orders should be addressed to the Austrian Junior Red Cross, Marxergasse 2, Vienna III, Austria.

**Leisure Time and Regional Planning —**At the Conference on Regional Planning, Government and Administration in Metropolitan Areas, held at New York University, October 18th and 19th, Clarence Stein, formerly Chairman, New York State Commission on Housing and Regional Planning, stated that even the modern apartment house in an expensive district is out of date primarily because of our steadily increasing leisure. This assumption is based on his belief that increasing leisure creates new housing requirements, particularly open space requirements. It was further pointed out by Professor Charles W. Tooke of New York University, that the steady increase in the amount of leisure is making it necessary in planning for water uses to give more consideration to the recreational needs of water and waterfronts. He specifically mentioned a need of water areas for bathing and for such recreation as fishing. In planning for the control of water, for example, he mentioned the fact that it must be kept sufficiently pure so that it will be

safe to bathe in and so that fish can live in it. He felt it was significant that sanitary engineers in their work in connection with sewerage disposal problems in the New York harbor region consider water areas in this section as of two kinds—recreational waters and non-recreational waters—and base their sewerage disposal planning on such a distinction.

**Pasadena's Rose Tournament—**Pasadena's forty-fourth annual Tournament of Roses had as its theme Fairyland—fairytales in flowers. It is estimated that almost a million people watched some part or all of the tournament parade which this year seemed more elaborate and beautiful than ever, according to the *Pasadena Star-News and Post* which issued a special Tournament of Roses number.

**The Oklahoma City Zoo—**The annual report of the Board of Park Commissioners of Oklahoma City, Oklahoma, is outstanding in its emphasis on recreation facilities and activities. One interesting item has to do with the activities provided through the zoo.

The director of the zoo has added interest by arranging for the celebration of the birthdays of the various animals. A bridle path tended by the zoo keepers provides small children with rides on goats and donkeys in carts. The schools in many surrounding towns brought classes to the city for a day's outing. The director arranged an itinerary on this occasion which took the children through various factories and points of interest in the city, including the zoo. School children of Oklahoma City have spent time at the zoo under the guidance of the director who told them the life history of many of the animals as they visited the various displays.

An "Uncle Leo Club" has been organized which meets every Saturday morning at one of the local theatres. At this time the director gives radio talks on animals for the benefit of the children. This has proved very interesting, especially to children's institutions throughout the state.

**An Assembly Hall for Belle Isle—**The will of the late William H. Flynn of Detroit, Michigan, provides for an assembly hall at Belle Isle to be used by those who attend open air symphony concerts and theatricals. The building, which will be of marble with Italian garden landscaping, will be known as the "Flynn Memorial Building." "Beauty will be sought," the will states, "but not



at the expense of utility. There shall be an interior auditorium, branch library, canoe and small boat shelter, day nursery, emergency hospital and refectory. The public should maintain the building."

**Timely Cooperation**—The University School of Cleveland, Ohio, a private school which has a three-acre athletic field with tennis courts, baseball diamonds and volley ball courts, recently turned these facilities over to the Recreation Department for twelve weeks without any charge whatever for their use. The athletic field is located in a district where play space is much needed, and the Department has provided a caretaker and two playground directors. To stimulate membership in the city's golf course four free golf lessons are offered to every new member.

**Yakima to Have a Swimming Pool**—Several years ago the Lions Club of Yakima, Washington, purchased and improved a city block making it into one of the most attractive parks in the city. However, there was not enough money left over for a swimming pool. The club has been saving for this improvement and has \$1,800 on hand. A plan has been worked out with the City Commission to start the construction of a \$9,000 pool which will cover an area of more than a city residence lot. The work of excavating will be done by local unemployed labor. It is estimated that this will cost about \$4,500, leaving \$4,500 for materials. The city has offered to match the club dollar for dollar on this, and the club is going ahead with the project.

**An Interesting Piece of Engineering**—On the Webster Street Playground in Gloucester, Massachusetts, there is an interesting engineering feature which is making possible the flooding of the ground for skating. A living stream flows through a drain under the center of the playground. At the lower end, where a dam exists, a large valve has been installed which can be closed at will causing the entire play field to be flooded for skating. An escape drain has been installed which causes the water to run off when it has reached a certain level. When the skating season is over, the large valve is opened letting out all the water. The field itself is surrounded by banks making a natural bowl-like stadium.



## Bright Clean SUNSHINE FRESH AIR

**Keep playgrounds free from dust  
with Solvay Calcium Chloride...**

**P**ROTECTING children at play is the aim of the modern playground. How important to protect them from the dangers and dirt in dust! It's so easy and it costs next to nothing.

An application of Solvay Flake Calcium Chloride on gravel or earth surfaces effectively ends the dust nuisance. And Solvay Calcium Chloride kills germs. The photomicrographs pictured here show you the results. 347 cultures in the untreated dust. Only 3 in the same dust treated with Solvay Calcium Chloride.



**Make this a dustless outdoor season  
on your playgrounds. Send today for  
full information and booklet No. 1159.**



**SOLVAY SALES CORPORATION**  
Alkalies and Chemical Products Manufactured by The Solvay Process Company  
61 Broadway New York

# SOLVAY

TRADE MARK REG U. S. PAT OFF

# CALCIUM CHLORIDE

FLAKE—77%—80%

**A Sports Center Dedicated**—Eleven years of effort were climaxed recently in the dedication at Paterson, New Jersey, of the Hinchcliffe Stadium, named in honor of Mayor John Hinchcliffe and of his uncle who was mayor from 1897 to 1903. The new structure cost slightly over \$200,000.

**A New Field House**—At a cost of \$225 for material, through the use of relief labor, Melrose, Massachusetts, now has a new field house which is serving as a park office and recreation center. The building will house girls' club activities, skating and warming rooms, storage space for tennis and hockey equipment, and a roomy park office.

**From Court to Playground**—The boys of Phoenixville, Pa. who are taken to court because of juvenile delinquency are paroled to the Superintendent of Recreation in Phoenixville, who arranges for their participation in certain activities.

**At the Child Study Conference**—At the two-day conference conducted October 17th and 18th by the Child Study Association of America, a report was made of the project carried on last year by the parents of Lincoln School, New York

City. Feeling they wanted more opportunity to plan and carry out their own projects, the parents with the assistance of a leader whose one task was to coordinate the work of the separate parent groups, set to work to accomplish two objectives: (1) To give parents the opportunity of meeting and becoming better acquainted with the parents and children with whom their own children went to school, and (2) To have a different type of meeting from that at which an expert lectured to them. Parents' recreation nights were organized at which fathers and mothers had the opportunity to swim, to take part in physical and creative activities, and to do the things which their children did during the day.

In setting up the organization, one mother from each grade was asked to cooperate. It was found that best results were secured when parents entered freely into the discussion and studied and presented problems impersonally. Frequently the parents would realize the need of help from experts and would invite them to take part in the meeting. The school learned much from this treatment of expression for all, and the executive committee is building plans on the suggestions offered by the parents.

**A New Art Exhibit**—Routine of business at the headquarters of Queensboro Hall, New York City, was interrupted in December by the opening of the first art exhibit held of work done by city employees. The exhibit comprised oil paintings, water colors, drawings, life sketches, posters and photographic studies, all the work of employees who in their spare time turned to art. They have formed what is known as the "Boro Hall Art Club."

**Dad's Clubs Help**—Alton, Illinois, has three Dads' Clubs which are supporting playground projects. One of them is fostering an arrangement between Shurtleff College and the city whereby a piece of property owned by the college in a section where a playground is badly needed may be developed by unemployed labor. At the Kiwanis Tower Playground the Dads' Club raised funds and with labor donated, built a beautiful fountain and wading pool.

**A New Recreation Center for Trenton**—The site of the deaf institute in Trenton, New Jersey, from which the institute has moved, will be converted into a recreation area. This will be a splendid addition to the city's facilities.

## Volley Ball

### Series of articles on— Technique

By ROBERT E. LAVEAGA,  
Director of Physical Education, Boston  
YMCA

M. A. CLEVETT,  
Association College, Chicago

*May 1932 : April 1933*

COMPLETE SET, \$1.00



## Journal of Physical Education

347 MADISON AVENUE  
NEW YORK CITY

### A State Tournament in Playground Ball—

On September 5th the eighth annual playground ball tournament of Minnesota was completed at Stillwater. There were eighteen teams in the tournament, fourteen in Class "B," four in Class "A." "The play was keen and competition fair. Every team entered showed up on time for the meet; the umpiring was excellent and the games went off on schedule," writes Ernest W. Johnson, Superintendent of Playgrounds in St. Paul, who was present as a representative of the Municipal Athletics Commission of Minnesota. The attendance grew from 1,000 the first day, September 3rd, to about 5,000 on the final day, September 5th.

**Play Nights in Westchester County—**The Westchester County, New York, Recreation Commission has resumed this fall its weekly Play Nights in the County Center. Each Monday night from 7:00 to 10:30 there will be volleyball, ping pong, Badminton, shuffle board and similar games in the main auditorium of the center, while in the little theater such activities will be conducted as old-fashioned square dancing, chess and checkers.

**Durham's Recreation Training Institute—**Just before the summer playground season opened, the Recreation Commission of Durham, North Carolina, held a training institute. The graduates of the institute were given a certificate stating that each graduate had successfully completed the course of training and had demonstrated that he had a working knowledge of the material presented. Each night of the institute a different member of the Recreation Commission of the city presided over the session.

### "Children Are Like That"

(Continued from page 5)

Nor is this plea for self-determination in play intended to deprecate the organization and supervision of play groups. Certainly the organized group successfully meets many of the child's valid play needs and interests. But in our zeal to take care of these obvious interests, in our eagerness to capitalize each in the name of "education," we must be wary lest we submerge other claims less apparent but no less real. And if we do not

### Special Certificates and College Degrees for Students and Teachers of Physical Education and Athletic Coaching

#### PENN STATE SUMMER SESSION

July 3 to August 11

Wide variety of graduate, and under-graduate courses. Prominent coaching staff. Modern gymnasium. An ideal environment for health and study.

Special Bulletin on Request  
Address Director of Summer Session

**The Pennsylvania State College**  
State College, Pa.



always know how to interpret or evaluate these, we can at least accept them as having a valid place in the child's scheme of things. We can give them houseroom.

In our organization of the child's play we can see to it that he has at least a modicum of that vital play accessory known as "free time" to "waste" if he so wishes, to play alone or with companions of his own selecting, to choose his play wherever and however he may find it.

### A Broader Concept of Physical Education

(Continued from page 8)

the gymnasium reproductions of the finest in Greek art, hang on the walls pictures representing the human form at its best, pictures portraying in bodily attitude, gesture and facial expression, the emotions of man, and pictures representative of types of character and temperament. These means, supplemented by the use of the motion picture and instruction by the teacher, acquaint the youth with the possibilities of the human body as a means of expressing and interpreting mental life.

Introduce into the gymnasium large mirrors that the youth may see for himself how he compares with the ideal. Urge him to participate in school dramatics that he may discover to what extent he is able by voice, posture, gesture and facial expression to express, intensify, and develop his own ideational and affective states.

But to be successful in putting into practice this broader conception of physical education, the teacher himself must experience in thought, feeling, and action that which he would have youth experience through the process of physical edu-



cation. Only thus can the goal be attained—the freeing of the human spirit to reveal itself to the world through a beautiful, graceful, responsive body.—From *The Journal of Health and Physical Education*, September, 1932.

### Activities for Unemployed and Unoccupied Young People

(Continued from page 15)

be led to see what it has to offer. Possibly there would be one person in the group who is dissatisfied with the work he planned to go into prior to the depression. He might in this way be led to direct his interests to another line of work more suited to him.

The libraries might also offer, through residents of the community who have had some library training, story telling courses for girls. Contests for reviews of recent books bought by the library could be announced, the review of the successful contestant being published in the paper. Exhibits of collections of individuals, such as dolls, paintings, rugs, are also possible. Posters should be placed in public places and loitering places announcing these offerings.

It is interesting to note that through publishers it is possible to secure authors' reports on their own books.

#### Can These Young People Be Helped to Earn Money?

In spite of the lack of regular work for large numbers of people, we must continue to look for means by which some money may be earned. It has been suggested that sales may be sponsored for the products of various craft groups and that dramatic and choral clubs may offer entertainments for which admission is charged. In one instance, several arts and crafts groups and individual artists have formed a guild with exhibits and sales of products held monthly at the homes of the interested sponsors.

#### The Junior Achievement Plan

Through the Junior Achievement, Inc., clubs are incorporated as businesses in miniature with complete craft and business programs. The clubs may be formed by recreation directors, club leaders, or individuals who have contact with young people. Working capital is raised by means of miniature shares of stock having a par value of from 10 to 50 cents.

One Junior Achievement Company is now in formation in Westchester County and three other communities are planning to organize such groups.

### How to Produce a Play

(Continued from page 16)

3. All actors in the scenes or acts being rehearsed must be present. If an actor is absent he is injuring not only his own performance but that of every other actor in the scene.

4. There must be absolute quiet among actors not on the stage during the rehearsal of a scene, and close attention to entrance cues.

5. Difficult scenes or bits of business must be repeated over and over again until the result is satisfactory, although a special rehearsal may be called for them so as not to waste the time of the rest of the cast. If the actor shows signs of resenting the repetition of scenes, tell him that he is being complimented by being dealt with as a professional.

The second principle is often neglected by lazy or too egotistical directors. It is this—*The director does not act, he makes the actor act.* In other words, the director does not get up on the stage and show the actor how to act. He tells the actor what he wants him to do, what effect he wants him to obtain; he shows him all the possibilities in the part, intellectual, emotional and physical, but he does not show him how to act. If he does, the actor does not act at all. He imitates. It doesn't take any brains to imitate. A parrot is excellent at it. Acting is creation, not imitation.

It is often easier to get imitation out of an actor than true acting, and lazy directors are apt to make animated parrots out of their actors. The too egotistical director does not have faith enough in his actors. He thinks that he is the only one who can do the part, so makes shadows of his actors who follow him around and "do as he does."

Occasionally it will be necessary for the director, in order to make himself thoroughly understood, to get up on the stage and go through a speech or a bit of business to the best of his ability, but when he has finished he turns to the actor and says, "Now don't copy me but I want you to get that same effect in your own way." Most of the directing, however, should be done from the house, not from the stage.



If the director observes the three following principles he will have no trouble in securing plenty of actors, and more important, in keeping them.

1. Never nag or scold, but inspire and enthuse.
2. Start and stop rehearsals on time, and at the conclusion of each rehearsal play for a few moments. Play games, dance, stand around a piano and sing, serve coffee and doughnuts, talk (all actors love to talk), have some bit of social recreation and relaxation at the conclusion of each rehearsal.

3. Make every production a good production. "Flops" not only discourage the actors in the production, but keep every one in the audience away from the next "try-out." No one wants to be associated with a failure.

And above all, *poise, patience, and perseverance!*

NOTE: Subjects to be discussed in future issues of RECREATION include Selecting the Play; Casting the Play; Organizing the Production; Rehearsing for Position; Line, Business and Voice Rehearsals; Rehearsing for Sincerity; Theatre Make-Up; Theatre Costume. Stage Lighting; Stage Setting; The Dress Rehearsal and the Performance.

## Today's Nature Education and Tomorrow's Leisure

(Continued from page 19)

the sun, the air and mother earth. Science can do much to unify the home. Every school should introduce its youth to leisure time science whether it be nature as a hobby, a sport, a game, reading, travel, song, painting, or experiment. Hobbies are stimulated by interest and are more far reaching than any assignment. The outpost of leisure time science should be better health, better society and better knowledge. We need to know more about the science of leisure and also about the leisure of science.

### Leisure Science Essential

The world is demanding the fulness of science and not mere technocracy. All intellectual science and no leisure science make Jack an incomplete boy. When Jack was memorizing laws of invisible radiation, wave motion, resonance, transmission of heat, vaporization, calorimetry, induced currents, polarization, or learning that force (in absolute units) equals mass X acceleration, he might well have been taught that a wee bit of his energy could also be used to stalk birds, to get a "kick" out of fishing, or with equal profit he



Eagle Ringer  
(patented)

# DIAMOND

Pitching Horseshoes of special appeal to professionals. Excellent for amateurs. Just what's needed on a playground. Will stand up under severest treatment. Diamond Officials made straight or curved toe calk, hard or soft (dead falling). Junior model for ladies and children.



## DIAMOND ACCESSORIES

Score pads, instruction booklets, rules, percentage charts, carrying cases, steel stakes and stake holders, official courts ready to set up indoors or out. Built to conform to official requirements.

# DIAMOND

CALK HORSESHOE CO.

4610 Grand Avenue      Duluth, Minn.

could have started a life interest in collecting rocks. Instead of labeling diagrams, classifying plants, outlining leaves, naming bones and chanting principles, he might have just as profitably hiked to a mountain top. Are we not still teaching tasks which do not awaken the science motives that are close to contemporary life? Can we not find place in our course to teach leisure time science? Has not the center of gravity in science teaching got to shift from overemphasis of memorizing and reciting to experiencing and enjoying?

No tribal man could afford to be one-sided. He had to be alert to a host of signs in his environment. He had to be sensitive to what other people were doing. He had to know the plants and animals for medicine, shelter and food. That is not so today. A man can be an intellectual giant in science and be socially unresponsive. He can be a moron in science and yet survive. He can be an outdoor he-man and also a braggadocio in the matter of getting along without modern science. One scientist must be an expert on the growth

## Magazines and Pamphlets

( Recently Received Containing Articles  
of Interest to the Recreation Worker )

### MAGAZINES

- New Jersey Municipalities*, January, 1933.  
The Economy of Planned Recreation, by Charles H. Demarest.  
Parks and Recreation, by F. S. Mathewson.  
*Scholastic Coach*, January, 1933.  
Playing in the Water, by Floyd Eastwood.  
*Minnesota Municipalities*, January, 1933.  
Safe Winter Coasting Hills, by A. B. Horwitz.  
*The Grade Teacher*, February, 1933.  
What Can We Play in the Snow? by Berenice Muella Ball.  
*The Journal of the National Education Association*, January, 1933.  
The Junior College: A Community Center, by J. B. Griffing.  
The Child and Community Influences.  
*The American City*, January, 1933.  
How Red Wing Was Given 232 Acres of Parks.  
*Hygeia*, February, 1933.  
Athletics for the Atypical, by R. K. Atkinson.  
Training for Athletics and Health, by Alfred E. Parker.  
*The Architectural Record*, January, 1933.  
Need for Recreational Buildings Foreseen by American Institute of Architects.  
Marine Park Proposed for Brooklyn, by Charles Downing Lay.  
*Parks and Recreation*, January, 1933.  
Economies in Park Work Without Impairing Service, by Ernest K. Thomas.  
Park Land Acquisitions in Connection with Real Estate Subdivisions, by S. Herbert Hare.  
Park Service—Is It a Governmental or Proprietary Function of Municipal Government? by Arthur Williams.  
Outdoor Dining in Westchester County, by Stanley W. Abbott.  
Successful Airport Operation Under Park Board Supervision, by C. W. Short, Jr.  
Unemployment Relief Work on Park Projects in Portland, Maine, by William J. Dougherty.  
Horseshoes and Handball.  
Success of Municipal Golf in New Haven, by Harold V. Doheny.  
*Journal of Physical Education*, February, 1933.  
Y. M. C. A. Program of Physical Education for Men Determined by Study of Expressed Preference of Both Members and Non-Members, by Roland Rooks.

### PAMPHLETS

- Nature Clubs for Teacher Training*  
By William G. Vinal. Reprinted from *School Science and Mathematics*, November, 1932.  
*Annual Report of the Commonwealth Fund*, 1932.  
41 East 57th Street, New York City.  
*Annual Report of the Recreation Commission*, Plainfield, N. J., 1932.  
*Third Annual Report of the Department of Public Recreation*, Millburn, N. J., 1932.  
*Annual Report of City Recreation Department*, Austin, Texas, 1932.  
*Annual Report of the Board of Park Commissioners*, Oklahoma City, Okla., 1932.

and repair of muscle tissue; the hygienist realizes the necessity of exercise for muscle tone. And yet these same muscles may be just as important for mental exhilaration, the best social functioning, and for complete sympathies and emotions. When these muscles are not used they atrophy and the individual is that much short of being a complete man. The scientist who is living but a fraction of his life is not the scientist who can bring us out of the present chaos; he must be a scientist of full stature.

## Boys' Week

(Continued from page 20)

as vocational guidance counsellors, discussing with the boys problems of choosing future careers.

**Boys' Day in Schools.** Addresses before the students, receptions at which parents may meet their boys' teachers and similar activities will mark the observance of Boys' Day in Schools on Tuesday, May 2nd.

**Boys' Day in Entertainment and Athletics.** On Wednesday, May 3rd, the boys will enjoy interschool field meets, evening programs of games and athletic events in which fathers are urged to take part, marble tournaments and talent exhibitions. It is suggested that luncheons be planned at which athletes of note will address the boys. On this day boys may be given an opportunity to speak or sing on local radio programs.

**Boys' Health Day.** On Thursday, May 4th, the program will provide for talks in the schools by physicians and dentists, the showing of films on the care of the teeth and other health subjects, free clinic examinations, the initiation of a Junior Red Cross organization and similar activities.

**Boys' Evening at Home.** Family recreation and family relationships will be stressed on Thursday evening when fathers are urged to devote the evening to their boys, telling them of their own boyhood and experiences. It is suggested that on this evening parents take the opportunity to center attention on problems which their boys are facing.

**Boys' Day in Citizenship.** On May 5th a caucus or primary may be arranged in which candidates from the schools are named for the various elective offices of the community to be followed by an election. In some cities the officers elected serve for a day or part of a day in the offices to

which they have been elected. Speakers may be secured to address the schools on subjects of interest to the future citizens of the community.

**Boys' Day Out-of-Doors.** The final day of the week may be given over to a series of hikes to be taken by different groups of boys over various routes but culminating at a central point where a treasure hunt, swimming party or similar activity may be enjoyed by the entire group. A city-wide tournament of open air sports may be arranged and such events as boat excursions, mountain climbing exhibitions, nature study hikes and paper chasers.

## The Girl in The Settlement Program

*(Continued from page 21)*

### Backgrounds and Traditions

Girls have many traits alike the world over, but due to varied racial and community backgrounds there is found a difference in individuals, both in ability and interests. Most families who live in the overcrowded tenements on the East Side of New York, still possess habits which portray a love for and adherence to old world customs in religious and traditional subjects. Many fine points of character and principles are credited to such ideals; esthetic and artistic tendencies must not be treated lightly. Homes here are now overshadowed by unemployment; it is a joy to find such rare treasures of the arts as the old pictures, embroideries, tapestries and wood carvings treasured in these almost impossible homes. The girls in the younger generation are taught to appreciate the collections which many times warrant museum display and which inspire many of them to come to the settlement to learn the value not only of the old treasures, but of modern art and culture.

It is around these desires and trends that programs are built—to meet the wide and varied interests of the girls today.

### The Girls' Work Program

The girls' work program is organized with care and purpose, each club or group being provided with a skilled leader. The general business meeting is the same in all of the clubs and in the main objectives are similar, though at times plans are checked by house standards. The projects and discussions may vary depending on the demands of the girls during the various ages. There is also a distinct social side to the activities. Through

## "What Can We Do In Our Town?"

Do you live in a town or small city?

Are you faced with the problem of providing recreation facilities and activities at little or no expense?

You will find many specific suggestions on how to do it and information on what a number of communities have done in the bulletin entitled, "What Can We Do in Our Town?"

PRICE \$.25

NATIONAL RECREATION ASSOCIATION  
315 FOURTH AVENUE  
NEW YORK CITY

the club as a medium girls are led into richer recreational and social opportunities. As the committees work together making plans for programs, entertainments and refreshments for the numerous seasonal and special social affairs, ample education in social etiquette is given to assure each girl the arts of a gracious hostess in her home building in later years.

A casual visitor who happened to walk into an intermediate club room the other evening, paused to listen as the girls considered outstanding facts in a round table discussion on housing. Pictures and plans, beginning with the old tenement houses on the lower East Side, single and double dwellings in the suburbs and modern apartments and Park Avenue residences were examined—as well as the income necessary to cover the cost of the various homes discussed.

The visitor was interested to learn of the other social-educational topics covered by various girl's groups such as labor and minimum wage, relief, unemployment, technocracy, regulations of the banking system, federal reserve banks, the Muscle Shoals situation and different kinds of insurance. Thus the girls are gaining from the settlement a



background and training rich with material, to help in surmounting the obstacles and solve the problems of present day thinking, and to bolster up their faith in the future.

NOTE: This introductory article of Miss Mower will be followed in future issues with material on volunteer leadership, arts and crafts, and allied subjects.

## Squares d'Enfants

(Continued from page 22)

disinfected twice a month by the city of Paris and is replaced monthly. Nurses watch to see that the children are kept as clean as possible, and children are taught to wash their hands before eating. In brief, the rules which exist provide the greatest security for the parents.

In the squares children play, sing, laugh, jump, run and dance, sometimes taking the nurse into the circle. In clear weather they play out-of-doors even in winter. There is, however, on each playground a well heated building where the children play during inclement weather. Dramatics, music—phonographs have been supplied—Japanese billiards and sewing are among the indoor activities. At Christmas the playground is ingeniously decorated and festivals are held. Through the generosity of Mrs. Stern each square is provided with a supply of playthings varied but not easily harmed by the children. These include jumping ropes, see-saws, rocking horses and wheelbarrows.

The playgrounds are small but each is surrounded by an iron grill fence. Large sand boxes are a feature, and on one or more of the playgrounds there are artificial streams on which children sail their miniature boats. Pergolas have been erected for the sand courts which during extremely hot weather are covered with canvas.

"In our grounds the role of the nurses is reduced to that of guardians and mothers' counselors. They interfere very little with the games of the children, who are left to themselves and who have complete liberty. The ground is a club where each has the same rights, advantages and obligations." Children from various types of homes are brought to the ground—in some cases they come when the mothers go to work, in others when they go shopping or when they have social engagements. It is pointed out that the contacts which the parents have made on the playgrounds promise to result in a better understanding among the women of different social groupings.

According to a report of the General Secretary, the city of Paris furnishes free of charge all facilities, sand and other materials. The expenditures for construction and operation are met to a large degree by the organization entitled "L'Oeuvre des Squares d'Enfants" of which Mrs. Stern is President. The expenses of the organization in 1931 were:

Building Expenses .....	261,221.	francs
Operating Expenses .....	440,243.30	"

The total attendance reported on the five playgrounds for the year 1931 was 118,610. Only one of the grounds was open the entire year; two of them were opened late in May and two the latter part of July of the year.

## Gardening as a Recreation

(Continued from page 23)

their garden plots with judging done by adult garden club members. A flower and vegetable show in a downtown store building or at the library or town hall would serve as a fitting climax to the summer's activities.

The summer's garden activities need not be confined entirely to the care of the garden plots. And playground leaders to be successful counselors need not be horticulturists or experienced gardeners.

Gardening, if it is to be recreation in the truest sense of the word, will include tree and plant identification hikes, games, dramas, all based upon legends and true facts in gardening. Such correlating activities as *Flower and Vegetable Knowledge*, *Sharing Garden Pleasures*, *Garden Handicraft and Nature Essays*, with attractive award badges and garden note books are furnished counselors by the Junior Garden Clubs of America for postage charges only. Adventures in planning the garden; care of plants; staging a garden battle with weeds; in fact, every kind of garden activity presented in detail through the avenue of fun is furnished by the Junior Garden Clubs of America. Instructions for making miniature model gardens, flower show plans, and plans for garden parties are also available to Junior Garden Club counselors.

There are now more than one-quarter of a million Junior Garden Clubs enrolled in the Junior Garden Clubs of America. More than half of



these are entered by teachers who are using the Junior Garden Clubs of America plan of correlating garden, flower and nature study in the regular school curriculum. Leaders of Girl Reserves, Girl Scouts, Boy Scouts, 4-H Girls and Camp Fire Girls, are also finding the Junior Garden Clubs of America plans of great value in their nature and home beautification activities.

At the end of the garden season playground leaders may feel that they have planted a seed which will grow into a delightful avocation for future business men who must earn their daily bread by toil of the brain rather than by sweat of the brow. And to the tired housewife they have given a recreation that at its best produces and conserves the beauty which is one of the greatest of the three ultimates of life. By promoting interest in the different phases of gardening and flower growing, they are fostering a very important institution in the welfare of the human family, as well as a great addition to civic improvement.

## Recreations of The Colonial Period

(Continued from page 34)

and barley grows"; "When I was a shoemaker"; "Here I brown, Here I bake, Here I make my wedding cake"; "The needle's eye that doth supply"; "Soldier Brown will marry me, marry me"; "O dear Doctor don't you cry"; "There's a rose in the garden for you young man"; "Ring around a rosy"; "Go round and round the valley"; "Quaker, Quaker, How art thee"; "I put my right foot in"; "My master sent me to you, sir"; "London Bridge is falling down." This is interesting because it shows a large variety of activities. It is surprising that so many of these song plays are still played.

## The Game Plan

(Continued from page 35)

### The Values of the Plan

Joseph Lee, President of the National Recreation Association, in writing Captain Creed, said:

"I am very much interested in the game plan. It provides a sort of education for which every boy thirsts and just what every boy's crowd is continually looking for. It has an object which requires creation and ingenuity, and above all, is difficult—three of the main desiderata in educa-

## Notable Swimming Pools and Guide To Equipment and Supplies

A year-round reference book for swimming pools and other public bathing places. A bound volume.

Contains, among other material, the Rules, Laws and Regulations of the various States and some cities. The Regulations were compiled by the Sanitary Engineering Department of the State of Illinois.

In this volume every important phase of the swimming pool and beach is dealt with by outstanding engineers and municipal and State departments—design, operation, construction, sanitation, maintenance, etc.

Price \$2.00

### ADDRESS

## NOTABLE SWIMMING POOLS and GUIDE to EQUIPMENT & SUPPLIES

114 E. 32nd Street, New York, N. Y.

tion. It also leads toward concrete knowledge of the community, of what its functions are and how they can best be fulfilled, and so to the development of public spirit—a result that the boy will not be thinking about but which will be all the better obtained because not associated in his mind with being good.

"The stroke of genius in the enterprise was the application of the sound pedagogic principle of let-alone. It is a great piece of wisdom, or of luck, that those who started the idea have not interfered. Grown people, it is true, should not be entirely excluded from participation. They can help a little on the side lines. A suggestion may be tolerated, even advice occasionally if asked for. But it is first-handedness that counts, the 'up-against-it' that calls out the best in anybody."

Though the plan originated in Norfolk County, Massachusetts, there is every reason why it should be extended to towns, cities, counties, and states everywhere. Anyone interested in securing further information may obtain the Game Plan and accompanying literature by sending 20 cents to Captain Percy R. Creed, Room 1019, 50 Congress Street, Boston.

# New Books on Recreation

## Junior Manual

By O. Garfield Jones. Published by the author, 2701 Rathbun Drive, Toledo, Ohio. \$1.00 paper bound; \$1.50 cloth bound.

THE PURPOSE of this manual, containing lessons for leadership within a group and parliamentary procedure, is to facilitate the development of the art of group leadership in the schools, particularly in the groups from the sixth to tenth grades where the club interest is emerging. Some simplification, as Dr. Jones, who is Professor of Political Science of the University of Toledo points out, has been necessary, but in the process all the motions have been left that the ordinary club or society uses in its deliberations, with the result that seventh grade pupils can learn in a few lessons how to conduct their group meetings in accordance with this Junior Manual.

The Junior Manual has been worked out in such a relation to the Senior Manual, which includes all the motions in Robert's *Rules of Order*, that pupils who have learned the procedure of the Junior Manual in a junior high school can when they reach the senior high school readily learn the more difficult motions included in the Senior Manual without having to unlearn anything. The author suggests that the Senior Manual be taught only as an elective in the senior high school for those students who are socially ambitious and intellectually keen enough to profit by this more complete technique for group leadership. The price of the Senior Manual, which may be secured from the author, is \$1.00 paper bound; \$1.25 cloth bound.

## Free-Time Activities for Unemployed Young Men

By E. C. Worman. Occasional Studies No. 12. Association Press, 347 Madison Avenue, New York. \$75.

THIS "SAMPLING of experience in the Young Men's Christian Associations" tells the interesting story of a number of typical unemployment service projects, such as community clubs, programs of recreation in unused building space, vocational guidance conferences, a job finders' club, an unemployed wood-workers' exhibit, and similar projects. The booklet contains suggestions which will be helpful for recreation workers providing activities for the unemployed.

## May Day—Child Health Day

American Child Health Association, 450 Seventh Avenue, New York. \$10.

IN PREPARING for Child Health Day in 1933 (May 1st), the American Child Health Association has issued a pamphlet giving briefly some of the results of Child Health Day in 1932 and offering some general suggestions for the observance of the day in 1933.

## Rules for Girls' Activities

Spalding's Athletic Library. \$.25 each.

THE AMERICAN Physical Education Association, through its Women's Rules and Editorial Committee, publishes seven booklets on Rules for Girls' Activities with appropriate articles and suggestions for their more effective teaching. These include *Women's Official Handbook*, with Rules for Track and Field and a number of athletic games; *Women's Basketball Guide—1932-1933*; *Women's Soccer Guide* (also Field Ball); *Outdoor Baseball for Women*; *Aquatics for Women and Girls* with official swimming rules; *Women's Winter Activities*, and *Field Hockey Guide*. These booklets which are available through athletic outfitters or from the American Sports Publishing Company, New York City, are exceedingly valuable for the recreation worker, representing as they do the result of painstaking experimentation and the best judgment of hundreds of women who work with girls in the field of physical education.

## What To Do In Westchester—How—When—What It Costs

Published by C. J. Nuttall, Chappaqua, New York. \$35.

A GUIDE TO THE recreational facilities of Westchester County, New York, both publicly and privately maintained, this attractive booklet offers a practical listing of activities of many kinds. Any community group wishing to issue a guide of this nature will find the Westchester publication exceedingly helpful.

## Officers and Directors of the National Recreation Association

### OFFICERS

JOSEPH LEE, President  
JOHN H. FINLEY, First Vice-President  
JOHN G. WINANT, Second Vice-President  
ROBERT GARRETT, Third Vice-President  
GUSTAVUS T. KIRBY, Treasurer  
HOWARD S. BRAUCHER, Secretary

### DIRECTORS

MRS. EDWARD W. BIDDLE, Carlisle, Pa.  
WILLIAM BUTTERWORTH, Moline, Ill.  
CLARENCE M. CLARK, Philadelphia, Pa.  
HENRY L. CORBETT, Portland, Ore.  
MRS. ARTHUR G. CUMMER, Jacksonville, Fla.  
F. TRUBEE DAVISON, Locust Valley, L. I., N. Y.  
MRS. THOMAS A. EDISON, West Orange, N. J.  
JOHN H. FINLEY, New York, N. Y.  
HUGH FRAYNE, New York, N. Y.  
ROBERT GARRETT, Baltimore, Md.  
AUSTIN E. GRIFFITHS, Seattle, Wash.  
WILLIAM HALE HARKNESS, New York, N. Y.  
CHARLES HAYDEN, New York, N. Y.  
MRS. CHARLES V. HICKOX, Michigan City, Ind.  
MRS. FRANCIS DELACY HYDE, Plainfield, N. J.  
GUSTAVUS T. KIRBY, New York, N. Y.  
H. MCK. LANDON, Indianapolis, Ind.  
MRS. CHARLES D. LANIER, Greenwich, Conn.  
ROBERT LASSITER, Charlotte, N. C.  
JOSEPH LEE, Boston, Mass.  
EDWARD E. LOOMIS, New York, N. Y.  
J. H. MCCURDY, Springfield, Mass.  
OTTO T. MALLERY, Philadelphia, Pa.  
WALTER A. MAY, Pittsburgh, Pa.  
CARL E. MILLIKEN, Augusta, Me.  
MRS. OGDEN L. MILLS, Washington, D. C.  
FREDERICK S. TITSWORTH, New York, N. Y.  
MRS. JAMES W. WADSWORTH, Jr., Washington, D. C.  
J. C. WALSH, New York, N. Y.  
FREDERICK M. WARBURG, New York, N. Y.  
JOHN G. WINANT, Concord, N. H.  
MRS. WILLIAM H. WOODIN, Jr., Plainfield, N. J.